Serving Seniors

A Resource Manual for Missouri Libraries

Matt Blunt
Secretary of State

Sara Parker
Missouri State Librarian

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Introduction

As most community leaders know, our societal make-up is shifting. The older adult population is growing faster than ever before. Within twenty years, it will be the largest segment of the nation's population. Libraries face the challenge of developing strategic plans to serve the evolving, diverse generation of baby boomers who will move into their sixties during the first decade of this century.

Library planners must address many issues. What makes planning for older adults different from planning for other adults? How will library collections address the needs of older adults? How can technology be used to expand services and resources? How do we market library services to the 60+ audience? Can we turn a 70-year-old non-library user into a library user and advocate? How can the library contribute to successful aging?

The task of planning for this diverse, burgeoning population is great, and the benefits to the community, the library and, most importantly, older adults and their families are greater. Working as partners with community agencies and businesses that serve citizens over 60, libraries can build connections with seniors, enhance the quality of life, and strengthen the community.

Use this publication as a springboard to help you organize your efforts to plan, brainstorm ideas with community partners and library colleagues, motivate staff and board members to recognize the potential for serving the senior population, and develop new relationships to pave the way to develop services.

Chapter 1 – The Facets of Aging

"Age is a question of mind over matter. If you don't mind, it doesn't matter."

Satchel Paige (1906–82), U.S. baseball pitcher

This resource manual defines seniors as adults aged 60 years and older. The characteristics and needs of older adults ages 60 and above are unique and diverse. As Richard Ambrosius, marketing consultant, stated, "Older adults have one thing in common: they're all different." However, librarians need be aware of certain facets of the aging process that may affect planning and developing services for older adults. This chapter will attempt to provide the reader with a better understanding of the aging process and how libraries can contribute to improving the quality of life for seniors.

While no blanket characterizations can be made about senior adults, we can safely say aging brings with it some physical and psychological changes. Physical aging alters energy levels, affects stature, mobility, and coordination; alters physical appearance; and increases susceptibility to physical and mental illness. Our society sometimes seems to dwell on the changes and the affects they may have rather than on the individual person. Age-related changes occur at different rates for different people. Essentially, aging is a highly individual experience.

Since our government offers citizens the option of receiving social security payments at the age of 65, many Americans consider 65 as the age when people begin their "senior years." However, many researchers believe this is detrimental to society as a whole for the following reasons:

- Age-related changes within any one individual function category can differ greatly. For instance, intelligence and memory change in a complex manner rather than in a generalized decline.

- Age-related changes differ greatly from one individual to another. Just as children reach their projected growth percentiles at different times, so too do people reach their "senior years" at different times.

- No sharp differences occur either physically or psychologically when a person reaches 65 years of age. Biological aging is the result of many processes that progress at different rates. Aging is a gradual process, with maturity and wisdom compensating for loss of physical abilities.

In any given person, some mental functions diminish with aging, while others increase

or remain constant. For instance, visual acuity may decrease while vocabulary increases, and habits attained in childhood or young adulthood remain relatively constant.

On an emotional and psychological level, aging can bring wisdom, experience, and personal peace. It can also bring a sense of loss. Older adults may have negative reactions to the changes in their appearances and their abilities to function without assistance (even to the extent of having to wear hearing or visual aids). Older adults who lose employment (and income), a spouse, or close friends can experience anger and depression.

Aging is a double-edged sword, with both negative and positive aspects. While many social stereotypes of older adults may dwell on the negative aspects of aging, older Americans in the 21st century experience better health, have more secure incomes, live longer, and are more self-reliant than previous generations.

Researchers point to a number of factors that will enable adults to experience successful aging. Among these are proper diet, good humor, and exercising one's body and mind. In fact, there are scientists who believe that human beings have a built-in "biological clock," which would run for 130 years if no diseases or illnesses affected the body.

While a healthy diet, adequate exercise, and the avoidance of tobacco consumption can deter some aspects of what many consider normal aging, some changes are inevitable, or gene-controlled, and cannot be avoided easily. Hair-loss, changes in skin appearance, and the natural deterioration of internal organs come to mind. Perhaps the most noticeable changes one experiences as one ages are those that affect the senses. Consider the impact any or all of the changes discussed below may have on an individual.

- Vision is the sense that is often the first to be affected by age. The pupil becomes smaller, leading to less light reaching the retina, which causes the field of vision to shrink. The lens and cornea become less transparent, and these physical changes make it difficult to shift focus from near to far. In addition, it becomes increasingly difficult to adjust to changes in light and color. Older eyes have a harder time assimilating violet light, making it difficult to see blues, greens, and violets. The ability to judge distance and depth perception is also often lost.

- Hearing loss begins about age 20. The loss of ability to hear high frequencies is gradual, but results in older listeners not being able to hear some frequencies no matter how loud. As a result, older people find listening to music with more low-pitched sounds and uniform intensity more enjoyable. In addition, background noise is more distracting to older listeners, which can impact speech communication.

- Taste buds start to diminish at about the age of fifty. People who are thirty have 245 papilla or taste buds. By the age of seventy, only about 88 remain. The "salty" and "sweet" taste buds are usually the most affected, which is why some older people tend to "over-salt" or "over-sweeten" foods.

- The sense of smell is one sense that seems to remain "intact" for the longest time with most people. However, when it does diminish, it makes tasting even more

difficult. It also poses a serious safety concern since such a loss could be so severe that someone might not be able to smell a gas leak or smoke from a fire.

- Touch and dexterity are also affected as people age. For some, it becomes difficult to detect extremes in temperature and to feel vibration, pressure, and pain. There are also physical changes that make knees and elbows feel stiff, and muscles may become weaker, making it more difficult for some people to lift heavy objects or even themselves.

Libraries can help accommodate seniors with sensory loss by considering the following guidelines when planning services or programs and designing library spaces.

Vision

1. Use obvious color contrasts when preparing print documents. Avoid using violet hues in print publications.

2. Provide library card applications and other print materials in large print. Be sure that the paper has a matte finish rather than a glossy finish.

3. Allow the person extra time to complete reading and writing tasks.

4. Control glare in the library. If there are areas within the library in which glare cannot be eliminated completely, be sure that the large print material is not housed there. Note: Mounting posters on transparent glass will alert patrons to the presence of glass doors or windows.

5. Add task lighting units in reading areas.

6. If presenting a slide show in which there are breaks between slides, use a dark slide for the transition, rather than allowing bright light to show.

7. Provide large computer monitors and closed circuit televisions (CCTVs). If funding and staffing permit, consider purchasing screen enlarging software and screen reading software.

Hearing Loss

1. Avoid shouting to someone who has a hearing loss; rather, speak distinctly and in a low tone. If you have a tendency to speak quickly, slow down, taking a pause between sentences. Be mindful not to cover your mouth when you speak.

2. Talk face to face with the person. Although the person probably does not read lips, he or she will be able to pick up conversational facial cues.

3. Try rewording questions using different vowels or consonants.

4. If appropriate, use visual aids when instructing persons with a hearing loss.

5. Do not attempt to speak over a film or a radio.

6. If setting up classes or programs for persons with hearing losses, be sure the area does not have background noise.

Touch/Physical Limitations

1. Be sure your library's flooring has good traction. Carpets or weather mats should be firmly tacked down.

2. Be sure faucet handles turn easily, doors open freely, and handrails are available.

3. Be sure chairs have arms and are sturdy. People who have difficulty getting up may need the arms to push against when getting up from the chair.

4. Large libraries may consider purchasing scooters.

5. Purchase large grip pens and pencils for patrons to use when filling out forms.

6. Purchase expanded keyboards or trackballs for persons with diminished dexterity.

Ageism: Treading Through Stereotypes

Aging is also a social process. Individuals see themselves fulfilling many roles – parent, spouse, friend, employee, volunteer, and others. There is a degree of security that accompanies these roles. Throughout life the field of roles for which we are eligible is constantly changing. Few 70-year-olds can take on the role of new parent, while few young adults can attain the role of "retiree." Individuals must adapt to the changing roles in their lives. How society responds to aging – through personal interactions, the media, and social and political policy – can impact one's ability and willingness to adapt to new roles.

To some degree, many people associate old age with wisdom, warmth, and "goodness." However, the public also tends to associate aging with illness, unattractiveness, and dependence. Such generalizations lead to ageism. Lois Lamden, the author of *Elderlearning*, states that ageism is the most ironic of all prejudices, since we are all headed toward old age.

Ageism and age discrimination occur when individuals or agencies have closely held beliefs about the abilities (or disabilities) of older adults, and either avoid seniors or deny them participation. The latter is most blatant, and less common in libraries. However, ignoring the needs of older adults and the value they can bring to the

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library by not targeting programs and services to them is a form of discrimination libraries must avoid.

Many myths and stereotypes exist regarding aging and older adults. The following quiz may serve as a tool to test one's perception of aging.

Myths and Realities of Aging

1. The older population is growing and diversifying.

   Reality. The older population is very ethnically diverse and is growing. By 2030, 25% of the older population will be minorities.

2. Many older people are sick or frail.

   Myth. Data indicates that at some time, 20% of those over sixty will be in nursing homes, and only 5% of those people will become permanent residents. Only 25% of those 85 or older are institutionalized.

3. Memory impairment is uncommon in older adults.

   Reality. Only 4.4% of persons 65 or older have memory impairments.

4. Most seniors have some type of health problem.

   Myth. Seventy-two percent of seniors report that they are extremely healthy.

5. Older people are lonely.

   Myth. People over 65 reported loneliness much less often than those under 25.

6. It's harder to learn new tasks as you age.

   Myth and Reality. Some seniors require more time to learn new tasks; others do not. In most cases, it depends on the type of task.

7. Gender does not affect aging.

   Myth. Men and women age differently. Statistics indicate women live longer than men and have a higher incidence of osteoporosis. Men, on the other hand, are more likely to suffer from heart disease.

8. Certain ethnic groups live longer and healthier.

   Myth. There is diversity within ethnic groups.

9. The longer seniors live, the greater the chances are they will become severely depressed.

   Reality. As seniors live longer, there is a greater chance for clinical depression to develop.

10. Seniors avoid new technologies.

    Myth. In 1998, over 25% of computers were purchased by older adults. In fact, seniors spend more time on the Internet than 12-17 year olds.

11. Older persons are less productive.

    Myth. Older workers have less absenteeism and are more satisfied with their jobs. Competence has more to do with attitude and commitment than age.

12. Seniors learn new tasks more easily if they use the "hands-on" approach.

    Reality. Ninety percent of older adults state that they learn best by putting their hands on something and manipulating it.

13. Over half of the senior population attends church or temple on a regular basis.

    Reality. Attending church, mosque or temple is a good place for interaction for seniors.

14. There is a growing tendency for senior women to stay in the work force longer than men.

    Reality. There are 10% more women working after the age of 59 than there were in 1959.

15. Seniors like learning new tasks with their peers.

    Myth. For older adults, the preferred learning format varies with the topic under study.

16. Seniors generally rely on radio or television news programs as their source of learning.

    Myth. On the whole, 64% of older Americans almost always rely on newspapers, magazines, books, and journals when they want to learn.

17. Older adults are set in their ways.

    Myth. Marketing surveys show that over 80% of older consumers are receptive to new products and services.

18. Social Security payments contribute significantly to monthly earnings of all U.S. citizens.

    Myth. Social Security accounts for 82% percent of the income for those in the lowest fifth of the income distribution, but only for 20% of all others.

19. The median net worth of older white households is significantly greater than that of older black households.

    Reality. In 1999, median net worth among older black households was estimated to be about $13,000, compared with $181,000 among older white households.

20. The diets of seniors are better than those of the rest of the population.

    Reality. Twenty-one percent of the senior population was found to fulfill the dietary components of the Healthy Eating Index (a measure of the daily serving of fruit and milk products, and fat and sodium intake).

21. Seniors are often victims of crime.

    Myth. Seniors are much less likely to be victims of crime (3 per 1000) than persons ages 12 to 64 (45 per 1000).

22. Seniors enjoy dining out.

    Reality. Sixty-three percent of seniors go out to restaurants.

23. It is more common for older women to live alone than older men.

    Reality. Fourteen percent of men 65 to 74 live alone, while 30% of women the same age live alone; 22% of men 75 and older live alone, while 54% of women live alone.

24. Many older adults do volunteer work.

    Reality. About 16.3% of the senior population volunteer their services.

25. Missouri has a larger senior population percentage than New York.

    Reality. Thirteen percent of New York residents are 65 or older, but 13.6% of Missourians are 65 or older.

26. Seniors are interested in the stock and bond market.

    Reality. With 401(K) plans and other pension plans many seniors are interested in ways to increase their net worth.

27. The safest term to use when marketing to older adults is "senior."

    Myth. The most successful promotions market to the people being targeted and are age neutral. Many older adults dislike the terms "elderly," "senior citizen," and "retired." Keep in mind that a study conducted by the Marriott Corporation showed that most older people feel younger than their actual age by an average of 12 years.

28. Playing bingo and cards are the number one and two recreational activities for seniors.

    Myth. While playing bingo and cards are popular with some seniors, they are by no means the number one and two recreational activities for seniors. Twenty-seven percent of seniors attend movies, sports events, clubs, and group events.

29. Seniors' main concern is Social Security and Medicare.

    Myth. Seniors' main interest is family and friends. They are also interested in travel, sports, and current affairs.

30. When you turn 65, you become a senior citizen.

    Myth. Old age begins with a decline in physical or mental ability, rather than with the arrival of a specific birthday.

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Promoting Senior Services to Library Staff

Most library administrations and staffs will welcome and embrace the idea of developing or improving services to the older population. Acceptance by library staff of the importance of offering library services targeted to seniors is instrumental to success. Directors and managers must work with the staff to combat biases and stereotypes, and to understand the purpose and need for building services for the senior population.

While most library staffs will not have overt prejudices against older adults, there may be underlying beliefs or ideas that hinder customer service. There are several strategies to combat ageism to improve services to seniors.

First, involve staff in all aspects of developing services for older adults, including the planning stages of conducting surveys and focus groups, implementing new programs, building collections, and evaluating new services. Allowing staff participation and inclusion provides staff buy-in that ensures success.

Second, consider sending library staff to meetings and gatherings of older adult agencies. These will include meetings at local chapters of the American Association of Retired Persons (AARP), senior center events and planning meetings for Area Agencies on Aging (AAA). If a coalition of agencies serving seniors exists, this is an ideal opportunity for library staff to understand the role these agencies play in enhancing the quality of area seniors' lives. Obviously, it is important for the library

administration to first make contact with the sponsoring agency and request an invitation. If no meetings seem to be taking place, consider inviting representatives from several senior-serving agencies for a brown-bag lunch or an open house at the library. Consider inviting speakers from AARP or AAA to share their own experiences working with seniors. Provide opportunities for library staff to interact with seniors and the people who serve them in the community.

Third, provide training opportunities for library staff. There are several options for formal and informal training. A library-planned inservice may feature a senior expert (again, a representative from AARP or AAA) who talks in general about senior needs and the services his or her agency offers. Specialists from University Extension can provide training on general gerontology issues or intergenerational programming. Consider using the quiz presented earlier in this chapter as a tool to spark discussion about common beliefs and ideas about older adults and aging. Terra Nova Productions (*www.terranova.org*) produces videos dealing exclusively with aging related issues which can be used to educate and generate discussion. *Aging with Grace* features several older adults talking with sensitivity and wisdom about how their perceptions of themselves and their roles have changed (or not changed) as they have grown older. *The Challenge of Aging: Retrieving Spiritual Traditions* challenges contemporary cultural notions about aging; this program helps older adults and those who work with them to explore aging as a spiritual journey. Project LIFE coordinates the annual Governor's Conference on Aging each October. Contact Project LIFE staff through the agency website (*web.missouri.edu/~projlife/*) for more information. Finally, the state library and other library organizations offer continuing education events concerning senior services.

Lastly, directors, trustees and library staffs should read and discuss the American Library Association's *Guidelines for Library Service to Older Adults.* (see Appendix) This document serves as a guide for providing exemplary services and programs to meet the needs and demands of older adults.

The United Nations "Principles for Older Persons"

While physical changes vary from person to person, the one ideal that remains unyielding is that of respect and rights. On December 16, 1991, the United Nations General Assembly adopted eighteen Principles for Older Persons (Resolution 46/91), divided into five broad categories. Listed below are the summarized principles that apply to library services. Adhering to these principles will create an environment in which seniors and the entire library community will benefit.

1. Independence

   - Older persons should have the opportunity to work or have access to other income-generating opportunities.

- Older persons should have access to appropriate educational and training programs.

2. Participation

- Older persons should remain integrated in society, participate actively in the formulation and implementation of policies that directly affect their well-being, and share their knowledge and skills with younger generations.

- Older persons should be able to seek and develop opportunities for service to the community and to serve as volunteers in positions appropriate to their interests and capabilities.

3. Care

- Older persons should have access to social and legal services to enhance their autonomy, protection, and care.

- Older persons should be able to utilize appropriate levels of institutional care providing protection, rehabilitation, and social and mental stimulation in a humane and secure environment.

- Older persons should be able to enjoy human rights and fundamental freedoms when residing in any shelter, care, or treatment facility, including full respect for their dignity, beliefs, needs, and privacy and for the right to make decisions about their care and the quality of their lives.

4. Self-fulfillment

- Older persons should be able to pursue opportunities for the full development of their potential.

- Older persons should have access to the educational, cultural, spiritual, and recreational resources of society.

5. Dignity

- Older persons should be treated fairly, regardless of age, gender, racial or ethnic background, disability, or other status, and be valued independently of their economic contribution.

Lifelong Learning & Quality of Life

Research shows that biologically based mental abilities, such as visual flexibility, decrease as people age, due to declines in functions of the central nervous system. However, higher order mental processes which are less dependent on biological functions, such as creativity and problem solving actually increase over time for adults of all ages.

Thus, perception, which relies on the nervous system to process stimuli, declines with age. Older people can become confused or irritated by visual or auditory stimuli that change rapidly. Memory also tends to decline as people age. However, people who exercise their memories tend to retain more.

Research has demonstrated the human brain has the ability to make new connections, absorb new data, and acquire new skills throughout its lifetime. As people get older, they may learn skills in a different manner. Older adults need to work at their own pace, practice new skills, and, perhaps most important of all, avoid embarrassment when they cannot keep up with the speed of their younger counterparts.

In *Successful Aging*, authors Rowe and Kahn state that our society is still "age-graded," and our institutions have not caught up with the "new reality." According to this "new reality," life consists of more than just the three compartmentalized periods of education, work, and retirement; there is also time for lifelong learning. Programs such as Elderhostel have recognized the necessity and importance of lifelong learning for some time. Indeed, for more than 25 years, Elderhostel has organized interesting and educational courses in universities and colleges around the world, allowing seniors to come together to share their passion for learning and camaraderie. Likewise, there has also been the establishment of the Institutes for Learning in Retirement (ILR). Colleges and universities hosting these institutes are growing, and now number three hundred nationally.

AARP Study: How and Why Older Adults Learn

In 1999, the American Association of Retired Persons conducted a survey on lifelong learning with over 1,000 Americans age 50 and over. It is evident from the results that older adults want to learn and are interested in a variety of subjects. Listed below are the highlights from what AARP reported in the study.

- 64% almost always use newspapers, magazines, and journals.

- 56% who were surveyed on the Internet said they use Internet sources to find answers to their questions.

- 90% agree they learn best by watching, then thinking about a task before trying it.

- 90% agree that they learn best by putting their hands on something and manipulating it to figure it out.

- There is no consensus on the format older adults use to learn most effectively. However, there is agreement seniors liked to learn in loosely-structured groups, in workshop settings, or by teaching themselves.

- 55% want to learn a task and use the skills immediately.

- 93% want to learn to keep up with what's going on in the world.

- 92% want to learn solely for spiritual or personal growth.

- 91% want to learn for the simple joy of learning.

- 62% want to learn more about a favorite hobby or pastime.

- 52% enjoy learning things which will advance their skills.

- 51% wish to learn things which will help them enjoy life more.

- 49% wish to learn more about personal health.

- 46% wish to learn more about managing stress.

- Less than 50% of those surveyed said they would buy or borrow computer teaching programs or audio or video tapes to learn a new skill.

- Less than 50% of those surveyed said they would seek out classes at a university to learn a new task.

- On average, respondents are willing to spend a maximum of $101 for a learning experience.

- 17% had to relearn parenting skills for a new child or grandchild.

- 12% (ages 50-74) had an adult child move back into their house.

- 50% became caregivers to a parent or another older adult.

The AARP survey revealed that the lifelong learning experiences holding the most appeal for seniors were those taught in environments that allowed adults control over all aspects of the learning process and were not expensive. Adults wish to learn for the simple joy of learning, to enhance their spiritual growth, and to keep up with what is going on in the world.

Older adults also prefer learning methods which are easy to access, require small investments of time and money, and allow them to begin immediately. One fact that is quite apparent is that print media such as books, magazines, and journals are still the learning tools of choice. Furthermore, older adults prefer to learn in environments that will give them the opportunity for small group learning or one-on-one learning. There is no better environment to do all this than a library.

Seniors' Education Centre: Education is the Best Provision for Old Age

In a study conducted by the Seniors' Education Centre, a University Extension of the University of Regina, researchers found that older adults wanted to learn for many of the same reasons conveyed in the AARP study. In addition to these findings, their

study pointed out that seniors wanted to learn in order to maintain a "margin of power." They concluded the biggest barriers to seniors not participating in learning experiences were financial restraints and low literacy levels. Nevertheless, according to most demographics, as baby boomers move toward their senior years, this barrier will undoubtedly change.

Libraries as a Source for Lifelong Learning

Connie Van Fleet notes "the American public library is committed to service to all individuals, regardless of educational level, socioeconomic status, or age. Its multi-faceted informational, educational, social, and cultural roles provide an ideal philosophical foundation for learning opportunities for older adults."

She points out that libraries can modify the basic services they are already offering to enhance services to older adults. Furthermore, it is important for staff to recognize and focus on the following ideals:

- Promoting information and resources on aging and its implications not only to older adults, but also to all persons interested in the aging process.

- Providing excellence in service to older adult learners by renewing their knowledge of resources available and by updating referral resources.

- Becoming familiar with popular journals on aging and organizing displays on the subject of aging.

- Updating information referral resources of appropriate agencies and institutions on aging.

- Providing readers' advisors who recognize the diverse interests of the older adults.

- Offering diverse programming that will serve different needs and focus on inter-agency cooperation.

- Planning outreach activities for individuals who may not be able to visit the library.

- Learning the demographics and diversity of the older adult population.

- Knowing the learning abilities and styles of older adults.

- Acquiring a thorough knowledge of the local community and its resources.

Staff members who remain focused on these tenets will create a library atmosphere in which seniors will feel welcome, and will encourage them to return to the library as time and needs allow. Seniors who feel welcome in the library and receive the services they require will also encourage their friends and family to become library users.

Libraries Change Lives!

The slogan, "Libraries Change Lives," applies to everyone, including older adults. Libraries have the opportunity to give seniors the tools they need for continued life-long learning, to fulfill dreams, to keep current with the world, and to continue to live independently. Libraries can do this by offering older patrons free, high-quality, educational and entertaining programs and services.

Library staff will find the experience of reaching out and touching a senior's life rewarding, offering themselves a wonderful opportunity for professional and personal growth, while reminding seniors of who they are, and who they can be.

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Chapter 2 – Knowing Your Community

As mentioned in Chapter 1, older adults constitute a diverse and changing population that is growing nationally and in Missouri. Planning new services for this audience can be a challenging task. Gaining an understanding of the senior population within your community is an important first step for successful planning.

Demographics provide librarians with a means of analyzing population trends to help them make strategic planning decisions to serve new and growing populations. Demographic information includes data about population trends, migration patterns, income, race and ethnicity, poverty, education, and a variety of other areas.

In addition to serving as a tool to assist the library in planning, conducting a senior community demographic assessment will provide the foundation for building a strong case for developing new services and resources targeting this population. As mentioned earlier, providing library services to the diverse population of Missouri seniors, ages 60 to 100+ is no small challenge. The library board, library staff, government officials, and the general public need justification for reaching out and developing a service plan for this growing, underserved population.

Census statistics provide data about a community's makeup. Equally important, however, is anecdotal evidence regarding the older adults in the community. Where current census information is not available, directors and staffs of agencies serving seniors can provide relevant information and insight into the state of the community regarding older adults and their needs. Tapping these agencies for anecdotal demographic information can be the initial interaction that results in further networking and partnerships to enhance services to seniors.

Demographic Sketch of Missouri

The population of the State of Missouri is growing and projections indicate this trend will continue. Modest growth in the 1980s (from 4.9 million in 1980 to 5.1 million in 1990) was followed by more vigorous growth in the 1990s (from 5.1 million in 1990 to nearly 5.6 million in 2000). Projections indicate that the state's population will reach 5.8 million by the year 2010, and top 6 million by the year 2020.

Population shifts in the 1990s were marked by net in-migration higher than at any time during the 20th century, and by continued expansion into suburban areas and the Ozarks. Suburban St. Charles County gained more people (70,976) between 1990 and 2000 than any other Missouri county. Christian County in the Ozarks grew by the highest percentage rate (66%) between 1990 and 2000.

Looking just at the senior population of the state, the age 60+ population grew from 944,620 in 1990 to 983,704 people in 2000, a 4.1 percent increase. However, what is more revealing and provides insight into the upcoming growth in the senior popula-

tion, is a comparison of the growth within two age categories during the 1990s: people age 45-59 compared to those age 60-74.

During the 1990s, there was 35.8 percent growth in the number of people in Missouri age 45-59 (an increase from 751,773 in 1990 to 1,021,535 in 2000). Compare that figure to the 2.4 percent decrease in the number of people in Missouri age 60-74 (a decrease from 623,031 in 1990 to 621,551 in 2000). The story behind the numbers is "get ready." The oldest of the post-World War II baby boomers moved into their fifties during the 1990s, and will move into their sixties during the first decade of the 21st century.

This means significant growth in the number of senior citizens in our state and across the country. In addition to the increase in numbers, the percentage of the state's population who fall in the age range of senior residents will also increase. Approximately 18 percent of the Missouri population was age 60+ in 1990, almost exactly the same percentage as in the year 2000. But by 2010, the age 60+ population is expected to equal 20 percent of the Missouri population. The predicted increase continues to 24 percent by 2020 and 26 percent by the year 2025.

In the year 2000:

- 17.6 percent of Missouri's population was age 60 or older.

- Nearly one-fourth of Missouri households included at least one individual age 65 or older.

- 10 percent of Missouri households were people age 65 or older who lived alone.

- Out of the total number of people age 65 and older in Missouri, 41 percent were male and 59 percent were female.

- Median age in Missouri was 36.1, slightly higher than the national median age of 35.3.

- Nearly one-third (29.9 percent) of Missouri's population resided within the state's two largest counties, St. Louis County and Jackson County.

The chart on the next page shows how the state's population over 55 is distributed by county and age group.

2000 Population for Missouri Counties by Age Group

State or County	Total 55–59 Years	Total 60–64 Years	Total 65–74 Years	Total 75–84 Years	Total 85 Years & Over	Number Age 65 and Older	Percent Age 65 and Older	Males Age 65+	Females Age 65+	Households With Individuals 65 and Older
Missouri	279,073	228,325	393,226	263,582	98,571	755,379	13.5%	307,235	448,144	525,811
Adair	1,045	852	1,447	1,116	497	3,060	12.3%	1,189	1,871	2,091
Andrew	862	674	1,139	876	367	2,382	14.4%	980	1,402	1,570
Atchison	388	277	607	510	237	1,354	21.1%	533	821	930
Audrain	1,295	1,077	2,014	1,735	608	4,357	16.9%	1,812	2,545	2,895
Barry	1,965	1,828	2,999	1,825	653	5,477	16.1%	2,435	3,042	3,832
Barton	577	527	1,019	740	306	2,065	16.5%	870	1,195	1,420
Bates	867	786	1,439	1,035	425	2,899	17.4%	1,209	1,690	1,977
Benton	1,373	1,308	2,324	1,134	370	3,828	22.3%	1,848	1,980	2,659
Bollinger	666	617	994	585	201	1,780	14.8%	796	984	1,264
Boone	5,020	3,960	5,973	4,036	1,630	11,639	8.6%	4,784	6,855	8,013
Buchanan	3,951	3,423	6,246	4,774	1,856	12,876	15.0%	4,940	7,936	8,995
Butler	2,243	2,029	3,625	2,343	847	6,815	16.7%	2,833	3,982	4,753
Caldwell	507	428	751	546	231	1,528	17.0%	664	864	1,037
Callaway	1,899	1,451	2,445	1,482	547	4,474	11.0%	1,911	2,563	3,072
Camden	3,021	2,982	4,511	2,029	483	7,023	19.0%	3,473	3,550	4,791
Cape Girardeau	3,234	2,587	4,646	3,448	1,366	9,460	13.8%	3,786	5,674	6,247
Carroll	535	481	929	792	343	2,064	20.1%	822	1,242	1,395
Carter	372	304	558	290	96	944	15.9%	436	508	679

State or County	Total 55–59 Years	Total 60–64 Years	Total 65–74 Years	Total 75–84 Years	Total 85 Years & Over	Number Age 65 and Older	Percent Age 65 and Older	Males Age 65+	Females Age 65+	Households With Individuals 65 and Older
Cass	4,295	3,264	5,234	3,068	1,334	9,636	11.7%	4,034	5,602	6,544
Cedar	874	844	1,511	962	382	2,855	20.8%	1,260	1,595	1,970
Chariton	457	432	897	678	309	1,884	22.3%	789	1,095	1,258
Christian	2,676	1,994	3,223	1,906	622	5,751	10.6%	2,480	3,271	3,879
Clark	444	356	611	435	194	1,240	16.7%	487	753	847
Clay	8,982	6,757	10,887	6,843	2,118	19,848	10.8%	8,127	11,721	13,704
Clinton	1,061	842	1,290	890	499	2,679	14.1%	1,086	1,593	1,716
Cole	3,278	2,437	4,170	2,802	1,109	8,081	11.3%	3,206	4,875	5,573
Cooper	765	649	1,170	960	406	2,536	15.2%	1,053	1,483	1,679
Crawford	1,194	1,187	1,967	1,200	435	3,602	15.8%	1,585	2,017	2,449
Dade	480	423	808	562	240	1,610	20.3%	695	915	1,092
Dallas	913	763	1,305	784	287	2,376	15.2%	1,064	1,312	1,687
Daviess	462	403	763	474	174	1,411	17.6%	608	803	994
DeKalb	553	444	815	581	214	1,610	13.9%	689	921	1,074
Dent	849	817	1,371	905	373	2,649	17.7%	1,143	1,506	1,828
Douglas	844	729	1,246	704	284	2,234	17.1%	970	1,264	1,590
Dunklin	1,961	1,637	2,687	2,048	729	5,464	16.5%	2,083	3,381	3,818
Franklin	4,717	3,891	6,197	3,824	1,311	11,332	12.1%	4,794	6,538	7,839
Gasconade	836	787	1,401	1,037	451	2,889	18.8%	1,202	1,687	1,954
Gentry	348	365	668	560	257	1,485	21.6%	602	883	980

State or County	Total 55–59 Years	Total 60–64 Years	Total 65–74 Years	Total 75–84 Years	Total 85 Years & Over	Number Age 65 and Older	Percent Age 65 and Older	Males Age 65+	Females Age 65+	Households With Individuals 65 and Older
Greene	11,453	9,206	16,414	11,699	4,555	32,668	13.6%	12,945	19,723	22,194
Grundy	625	553	1,013	762	374	2,149	20.6%	852	1,297	1,440
Harrison	543	487	920	672	353	1,945	22.0%	799	1,146	1,273
Henry	1,302	1,157	1,989	1,473	561	4,023	18.3%	1,676	2,347	2,764
Hickory	716	709	1,374	756	199	2,329	26.1%	1,123	1,206	1,602
Holt	293	245	510	437	204	1,151	21.5%	473	678	782
Howard	498	410	746	617	285	1,648	16.1%	677	971	1,116
Howell	2,028	1,888	3,294	2,146	808	6,248	16.8%	2,614	3,634	4,239
Iron	651	563	955	580	292	1,827	17.1%	773	1,054	1,167
Jackson	30,616	24,056	42,655	28,837	10,489	81,981	12.5%	32,029	49,952	59,086
Jasper	4,988	4,088	7,368	5,219	1,843	14,430	13.8%	5,729	8,701	10,209
Jefferson	9,881	,421	10,606	5,823	1,770	18,199	9.2%	7,811	10,388	12,552
Johnson	1,918	1,580	2,459	1,494	533	4,486	9.3%	1,950	2,536	3,099
Knox	259	228	474	313	139	926	21.2%	402	524	631
Laclede	1,727	1,521	2,478	1,593	525	4,596	14.1%	1,963	2,633	3,270
Lafayette	1,840	1,487	2,503	1,745	831	5,079	15.4%	2,075	3,004	3,286
Lawrence	1,832	1,667	2,716	2,017	760	5,493	15.6%	2,293	3,200	3,730
Lewis	537	485	803	572	312	1,687	16.1%	689	998	1,127
Lincoln	1,919	1,405	2,259	1,400	535	4,194	10.8%	1,825	2,369	2,857
Linn	713	684	1,267	1,106	456	2,829	20.6%	1,119	1,710	1,946

State or County	Total 55–59 Years	Total 60–64 Years	Total 65–74 Years	Total 75–84 Years	Total 85 Years & Over	Number Age 65 and Older	Percent Age 65 and Older	Males Age 65+	Females Age 65+	Households With Individuals 65 and Older
Livingston	791	614	1,236	1,066	460	2,762	19.0%	1,029	1,733	1,789
McDonald	1,178	992	1,396	757	287	2,440	11.3%	1,095	1,345	1,788
Macon	870	779	1,359	1,148	492	2,999	19.0%	1,231	1,768	2,024
Madison	635	575	1,068	747	305	2,120	18.0%	881	1,239	1,476
Maries	544	480	792	457	143	1,392	15.6%	625	767	996
Marion	1,265	1,088	2,177	1,722	810	4,709	16.6%	1,843	2,866	3,122
Mercer	216	208	408	285	134	827	22.0%	328	499	576
Miller	1,251	1,079	1,898	1,212	486	3,596	15.3%	1,547	2,049	2,526
Mississippi	802	641	1,070	772	291	2,133	15.9%	806	1,327	1,558
Moniteau	658	555	969	780	313	2,062	13.9%	805	1,257	1,414
Monroe	530	512	788	584	265	1,637	17.6%	691	946	1,103
Montgomery	704	577	973	746	372	2,091	17.2%	871	1,220	1,400
Morgan	1,345	1,322	2,276	1,080	431	3,787	19.6%	1,747	2,040	2,511
New Madrid	1,118	894	1,592	1,094	370	3,056	15.5%	1,188	1,868	2,169
Newton	3,038	2,398	3,979	2,516	893	7,388	14.0%	3,102	4,286	4,974
Nodaway	895	791	1,414	1,085	527	3,026	13.8%	1,250	1,776	2,025
Oregon	694	601	996	628	239	1,863	18.0%	824	1,039	1,340
Osage	661	573	965	679	277	1,921	14.7%	821	1,100	1,294
Ozark	690	699	1,094	587	179	1,860	19.5%	893	967	1,317
Pemiscot	966	826	1,531	1,036	412	2,979	14.9%	1,135	1,844	2,220

State or County	Total 55–59 Years	Total 60–64 Years	Total 65–74 Years	Total 75–84 Years	Total 85 Years & Over	Number Age 65 and Older	Percent Age 65 and Older	Males Age 65+	Females Age 65+	Households With Individuals 65 and Older
Perry	878	737	1,357	1,066	422	2,845	15.7%	1,188	1,657	1,867
Pettis	1,884	1,624	3,079	2,164	827	6,070	15.4%	2,453	3,617	4,163
Phelps	2,014	1,694	2,825	2,003	699	5,527	13.9%	2,358	3,169	3,801
Pike	985	807	1,366	944	436	2,746	15.0%	1,167	1,579	1,885
Platte	4,109	2,640	3,434	2,291	780	6,505	8.8%	2,760	3,745	4,556
Polk	1,364	1,121	2,146	1,461	518	4,125	15.3%	1,776	2,349	2,695
Pulaski	1,368	1,170	1,926	999	332	3,257	7.9%	1,390	1,867	2,362
Putnam	333	308	536	400	144	1,080	20.7%	441	639	763
Ralls	612	477	718	487	166	1,371	14.2%	628	743	932
Randolph	1,163	977	1,820	1,280	561	3,661	14.8%	1,485	2,176	2,505
Ray	1,303	1,082	1,627	1,002	365	2,994	12.8%	1,286	1,708	2,094
Reynolds	494	425	643	332	111	1,086	16.2%	499	587	788
Ripley	798	792	1,302	751	283	2,336	17.3%	1,044	1,292	1,673
St. Charles	13,169	9,519	14,461	8,018	2,373	24,852	8.8%	10,347	14,505	17,044
St. Clair	701	636	1,081	683	292	2,056	21.3%	918	1,138	1,419
Ste. Genevieve	920	827	1,412	847	333	2,592	14.5%	1,173	1,419	1,749
St. Francois	2,783	2,547	4,399	2,931	988	8,318	14.9%	3,416	4,902	5,517
St. Louis County	51,811	40,759	73,663	51,176	18,423	143,262	14.1%	56,634	86,628	98,852
Saline	1,224	981	1,769	1,489	607	3,865	16.3%	1,515	2,350	2,644
Schuyler	252	237	385	312	129	826	19.8%	342	484	565

| State or County	Total 55–59 Years	Total 60–64 Years	Total 65–74 Years	Total 75–84 Years	Total 85 Years & Over	Number Age 65 and Older	Percent Age 65 and Older	Males Age 65+	Females Age 65+	Households With Individuals 65 and Older
Scotland	246	246	403	374	171	948	19.0%	379	569	622
Scott	2,093	1,710	2,819	2,033	690	5,542	13.7%	2,119	3,423	3,954
Shannon	507	482	708	407	135	1,250	15.0%	550	700	923
Shelby	368	319	589	476	275	1,340	19.7%	507	833	898
Stoddard	1,676	1,552	2,541	1,907	670	5,118	17.2%	2,042	3,076	3,559
Stone	2,184	2,218	3,474	1,487	468	5,429	18.9%	2,550	2,879	3,721
Sullivan	394	332	601	502	231	1,334	18.5%	561	773	930
Taney	2,378	2,207	3,690	2,072	663	6,425	16.2%	2,938	3,487	4,458
Texas	1,374	1,267	2,236	1,354	516	4,106	17.8%	1,764	2,342	2,875
Vernon	1,059	837	1,712	1,142	488	3,342	16.3%	1,392	1,950	2,240
Warren	1,376	1,219	1,849	1,017	320	3,186	13.0%	1,417	1,769	2,213
Washington	1,223	1,061	1,643	819	271	2,733	11.7%	1,237	1,496	1,938
Wayne	923	895	1,547	774	305	2,626	19.8%	1,208	1,418	1,886
Webster	1,538	1,300	1,918	1,159	476	3,553	11.4%	1,535	2,018	2,495
Worth	122	146	249	172	109	530	22.3%	224	306	362
Wright	982	906	1,580	1,008	380	2,968	16.5%	1,264	1,704	2,095
City of St. Louis	13,466	11,612	23,047	17,482	7,313	47,842	13.7%	16,921	30,921	36,681

Source: Summary File 1, Census 2000, U.S. Census Bureau.

Demographic Factors

A number of demographic factors may affect library decisions regarding new or extended services for seniors. Consider the following factors when assessing your community.

- **Gender:** A key part of understanding the senior population is knowing that as age increases the number of women compared to the number of men also goes up. As illustrated in the chart below, projections for the year 2005 show that 60 percent of the age 75-84 population in Missouri will be female in the year 2005. A more marked increase in the female proportion is true for the oldest segment of the senior population. Projections indicate 72 percent of the state population age 85+ will be female in the year 2005.

	2005 Projections Age 55-64	2005 Projections Age 65-74	2005 Projections Age 75-84	2005 Projections Age 85+
Female	313,394	214,603	169,375	81,666
Male	292,299	183,613	111,527	31,335
Total	605,693	398,216	280,902	113,001

Missouri Population Projections for 2005
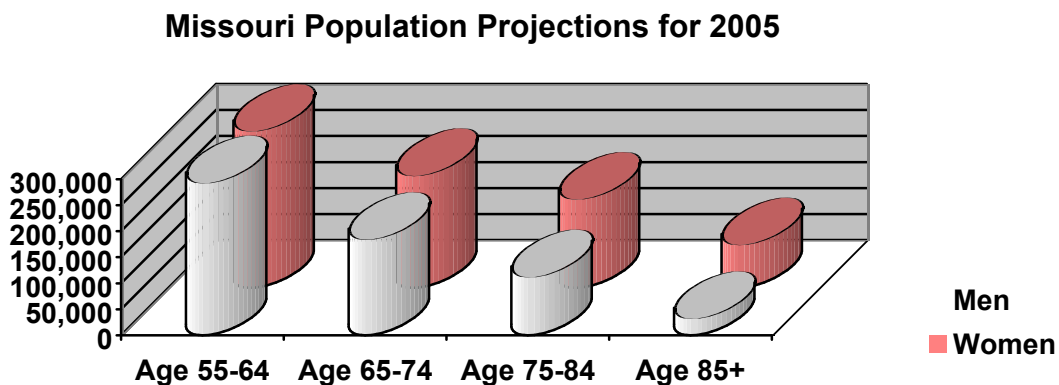
- **Housing:** The Department of Health and Senior Services (DHSS) provides some indication of the capacity of residential care facilities in Missouri counties. This information is updated quarterly. Statistics provided through the Department of Health and Senior Services's Certificate of Need program show the average occupancy of residential care facility beds by county. The information can be obtained at the DHSS website: *www.health.state.mo.us/CON/Statistics.html*. Additional information, including listings of facilities by county are available through the department. Contact Joyce Butler at (573) 526-8591 (phone) or (573) 526-8602 (fax). The listings available through DHSS are good sources of

information for potential outreach sites and partnerships. In addition, the government has released 2000 census information regarding householders age 65 years and older living alone. On average, approximately 4% of Missouri householders are age 65 and live alone.

- **Ethnicity:** Based on 1990 census figure projections, elderly populations will continue to grow substantially among all race groups. The black elderly population will grow faster (63 percent) than the population as a whole (42 percent), especially in urban areas. From 1995 to 2025, the number of Hispanics 60 and over is expected to grow by almost 300 percent. In addition to census data, the staff from the regional Area Agency on Aging (AAA) and members of the faith community can provide valuable information about the aging minority and immigrant populations. Providing services and programs for new immigrants who speak little or no English can present a special challenge for libraries. Finding ways to communicate the concept of a free, public library and break language barriers (library forms in languages other than English, recruiting local residents who speak the languages of new immigrants, being aware of cultural differences, linking into groups such as REFORMA, etc.) are important keys to serving this population successfully. Reaching out to aging minority and immigrant populations provides an opportunity for librarians to develop relationships with the formal and informal leaders of these communities. Leaders of these groups can help librarians determine the best ways to reach out to the target population, many of whom may be non-library users, and instruct librarians about the culture's values, attitudes and beliefs.

- **Employment:** Current employment statistics broken down by age from the 2000 census were not available at the time this publication was written. However, some anecdotal evidence regarding older adult employment may be gleaned from local agencies. Green Thumb is a national organization that partners with local businesses and industries to provide training opportunities, and potentially employment, for older adults pursuing new careers. Taken in consideration with information from the regional Area Agency on Aging, information provided by the local Green Thumb will give some indication regarding employment patterns among older adults in the community. Keep in mind that with the ages of the older adult population ranging from 60 to 100+, many individuals will still be actively employed, either full- or part-time. The library can cooperate with Green Thumb, as a partner in providing training and employment, as a source for reaching new audiences, and as a resource for training materials. Large industries within the library service area which employ a number of older adults are also potential library partners. The St. Louis Public Library regularly schedules presentations at companies conducting pre-retirement seminars for their retiring employees. The library has a captive audience to which it can promote services and lifelong learning opportunities in which retirees can participate.

Staff from the regional AAA and senior centers can provide additional information about other demographic factors which may impact library planning, such as educational attainment, income, disabilities and mobility, and grandparents raising grandchildren. Other community agencies, including the faith community, literacy agencies, colleges and universities, extension offices, and county health departments can provide relevant information. In addition, libraries cooperating with these agencies can expand their resources, reach new audiences, and meet many needs in the senior community they would otherwise be unable to meet as individual entities.

Demographics as Library Planning Tools

Collecting demographic and anecdotal information is only an initial step in the planning process. Yet it is an important step that provides a basis for planning. In chapter 3, we will look at using surveys and focus groups to gather information for formulating action plans. Knowing the demographic makeup of the community plays a role in conducting successful surveys and focus groups. Demographics tell librarians who they need to target. Surveys and focus groups provide insight into the information needs of the target population.

Looking at census and other information helps librarians gain a better understanding of who and where the seniors in the community are. With this understanding, it is much easier to build an effective argument to convince stakeholders of the need to build and improve services to the senior population. Additionally, careful scrutiny of the demographic makeup of the senior population can help librarians identify the agencies that are serving seniors in the community. Partnering and cooperating with these agencies is crucial to successfully planning and implementing new services for the senior consumers. Lastly, the demographic information collected will provide a foundation for future planning activities, especially when conducting surveys or focus groups.

Resources

American Association of Retired Persons. "A Profile of Older Americans 2000." *AARP Research Center*. [Online]. Available: *http://research.aarp.org/general/profile_2000.html*.

This report provides a "concise, compact, and comprehensive collection of facts and figures about the 34.5 million people in the U.S. who are age 65 and older. Topics include health, life expectancy, marital status, living arrangements, geographic distribution, racial/ethnic composition, economic status, employment, education." Compiled annually.

Crispell, Diane. *The Insider's Guide to Demographic Know-How*. Ithaca, NY: American Demographic Press, 1990.

Federal Interagency Forum on Aging Related Statistics. "Older Americans 2000: Key Indicators of Well-Being." *Federal Interagency Forum on Aging Related Statistics.* [Online]. Available: *http://www.agingstats.gov/chartbook2000/.*

This report, released in August 2000, covers 31 key indicators selected by the Forum to portray aspects of the lives of older Americans and their families. The report is divided into five subject areas: population, economics, health status, health risks and behaviors, and health care.

Jacobson, Trudi E. and Helene C. Williams. *Teaching the New Library to Today's Users: Reaching International, Minority, Senior Citizens, Gay/Lesbian, First Generation College, At-Risk, Graduate and Returning Students, and Distance Learners.* New York: Neal-Schuman, 2000.

Keller, Shelly G. *Harmony in Diversity: Recommendations for Effective Library Service to Asia Language Speakers.* Sacramento, CA: California State Library, 1998.

Missouri Department of Health and Senior Services. "Plan On Aging: Demographics of Missouri's Elderly." *Missouri Department of Health and Senior Services.* [Online.]. Available: *http://www.dss.mo.gov/da/plan/demog.htm.*

This chart provides a good overview of Missouri senior demographics by Area Agency on Aging region. The chart is part of the plan developed by the Department of Health and Senior Services to address the needs for elderly home and community-based services. The entire text of the plan can be found at *http://www.dss.mo.gov/da/plan/toc.htm.*

Missouri State Census Data Center. *http://mcdc.missouri.edu*

This site provides access to Census 2000 and other census information in a variety of formats. Web tools, electronic mapping, Missouri population projections, and a variety of other demographic information are all available on the MCDC website.

U.S. Census Bureau. *http://www.census.gov.*

Data here covers every aspect of human life. Results from every census form are recorded here. Also included are professional discussions of how and why some of the data can be used.

U.S. Department of Commerce. Bureau of Economic Analysis. *http://www.bea.doc.gov/.*

The Bureau of Economic Analysis offers a detailed county-specific accounting of residents' income, including source of income, by year.

Chapter 3 – The Community and the Planning Process

Using census and other statistics to conduct a demographic analysis will provide the library with a snapshot of the seniors in the community – the percentage of young-old versus old-old adults, the number of retired seniors, the ethnic and racial make-up, and more. But census figures do not provide an overall picture of the interests and needs of seniors. They will not identify what types of information seniors are seeking, what recreational interests they have, what career dilemmas they are facing, or what educational desires they have. Only individuals within the senior community can provide this information.

Libraries traditionally provide services with very limited budgets. It is not fiscally responsible to plan new programs and services that have little impact, meet few needs, or attract few people. Surveys and focus groups are two needs assessment tools libraries can use to determine the needs and interests of the community's older adults and their families. Libraries that know the information needs of older adults can allocate resources wisely to meet those desires. Surveys and focus groups can help a library determine how well it is currently meeting seniors' needs. Using information obtained from these tools, library personnel can develop new programs, services and collections which address the identified needs. Using the needs assessment, the library can create and implement a service plan to meet seniors' needs, rather than develop isolated activities which may or may not be successful.

Surveys, focus groups, and other needs assessment tools also serve as communication devices that market the library and its services to seniors. Involving seniors in this essential element of the planning process communicates that the library values seniors and is serious about serving them. It tells community seniors that the library has an important role to play in improving their quality of life. Ultimately, when the needs of seniors are being acknowledged and met by the library, they are more likely to become library supporters.

Needs assessments are endeavors which require board approval and support. An information gathering project will require a commitment of resources – either funds to hire an outside agency or consultant, or library staff time to perform the tasks required to complete the project, as well as additional costs for conducting and analyzing the assessment.

The Two Most Popular Methods to Involve the Community in the Planning Process: Surveys and Focus Groups

There are many means of gathering information about the needs of your senior community. This chapter will discuss the two most effective methods for libraries: focus groups and surveys. Surveys and focus groups can provide libraries with the information to obtain clear objectives of what needs to be accomplished, help solve service problems or reach service goals with more confidence, and gather data to support planning, policies, decision-making, or solving problems.

Information gathered from surveys, focus groups and other needs assessment methods can help libraries:

- Develop policies – Survey and focus group reports may help library boards and administrations determine services hours, meeting room and circulation policies, and other policies that will provide the best quality services for communities and perhaps attract new senior users.

- Plan programs and services – Surveys and other needs assessment tools can help libraries determine whether they need to build their large print nonfiction collections, provide more outreach programs, or develop senior computer classes.

- Develop marketing – Needs assessment tools can help libraries tailor marketing efforts that target specific audiences.

Focus Groups — Targeted Discussions

Focus groups are a way of listening to people and learning from them by opening lines of communication. Focus groups serve to involve the community in quality improvements, renewing its sense of ownership for the library. The term "focus groups" may be new but the concept is an old one.

Focus groups are actually group interviews. Corporations getting ready to launch new product lines use them extensively, as do public service agencies looking to make changes. Focus groups are not designed to help a group reach a consensus or make decisions, but to elicit a full range of ideas, attitudes, experiences, and opinions held by a selected sample of respondents on a particular topic. Focus groups can be used to provide qualitative data not available from surveys.

Focus groups can be planned and conducted by library staff. Keep in mind, however, that library staff or trustees may bring their biases to the focus group if they serve as moderators. Marketing professors from local colleges or universities may be willing to incorporate library focus group projects into their courses, assigning students to fulfill the planning, moderating, record-keeping and analysis roles. Alternatively, out-

side consulting agencies can conduct library focus groups. Grant funds may be available through the state library or other agencies to help offset costs for the project.

The term focus group is very common and often misused. Many sessions that are called focus groups are in fact simply committees, sales or marketing sessions, consensus-building sessions, or support groups. Libraries that consider using focus groups to help them develop senior services should be aware that focus groups are a research technique for gathering qualitative data. To qualify as a focus group, sessions must be focused, involve group discussion, and be a research effort to collect qualitative data. While many information gathering projects may fulfill the first two criteria, some may not be able to fulfill the last without the help of a professional consultant. However, this fact should not deter libraries from using the steps provided below to conduct focused public forums to gather opinions about potential new services, solicit ideas for new services, identify ways to improve current services, and attract new audiences.

Focus Group Planning

Focus groups require planning. The library must determine how the data collected from the focus group will be analyzed. Questions must be developed and participants selected. Planners must determine how many focus groups will be conducted. The library must select accessible sites for the groups and equip them for specific accessibility needs, if necessary. The planners must also devise a way to ensure participants will attend the focus groups to which they have been invited. The responses elicited during the focus group must be recorded by some means. Tape recording is the most common and easiest method used to record participant responses. However, responses may also be written on flip charts. Consult with the library's attorney to develop a waiver form participants will sign allowing the library to tape record the focus group.

Moderators guide the focus group, as members discuss topics raised by the moderator. The moderator should listen to and direct the conversation, without contributing his or her opinion regarding a topic. Focus groups are sometimes referred to as "listening sessions." The components of a good listening session are listed below.

- Guided discussions with select participants on a particular topic.

- One to two moderators to conduct the group.

- Six to ten participants selected from the target audience.

- 60 to 90 minutes in duration.

Throughout the planning process, remember that seniors may have certain needs or qualities that younger patrons may not. For instance, many may have hearing impairments. Since focus group sessions are as much about listening as they are about talking, pay special attention to making sure everyone in each session speaks clearly. Outlined below is the procedure for how to conduct a focus group at your library.

Step 1: Select the Topic

The planner must determine what the library wants to learn from its target group, namely, older adults. The first step to take when organizing your focus group is to choose the topic or topics that need to be addressed. In general, here are a few sample questions that libraries could use to run a listening session:

1. What are the recreational and intellectual needs of seniors that our collection should meet?

2. What type of programs do seniors wish to attend?

3. What library service hours would meet the needs of seniors?

4. What, if any, physical changes to the building does the library need to make to accommodate the physical needs of seniors?

Discussion topics should be broad enough for a wide range of opinions, but narrow enough to focus on a particular area. Make sure the topics are matters upon which the library will take action.

Step 2: Develop Guide Questions

When formulating questions, make them conversational, clear, concise, and open-ended. Phrase questions in a casual but respectful style. The questions should be neutral and non-threatening; wording should not be accusatory. The presentation of the questions should be progressive; starting with questions that will invite shorter responses and gradually leading to questions with longer answers. As the session progresses, the group will become more comfortable with each other and more likely to convey their true opinions.

Step 3: Select and Coach Moderator(s)

A skilled moderator is essential to the success of the focus group. This is not to say that the moderator must be professionally trained. However, the moderator should have good knowledge of group dynamics and possess facilitation skills to guide group conversation. Depending on the situation, the moderator may participate in developing the interview questions, take notes from the sessions, and generate a final analysis report. It is up to the library to determine the roles of the moderator. At each session, the moderator's responsibility is to ask questions, listen to answers, and facilitate the group through the program. A good moderator should be:

• Open to new ideas; he or she cannot be defensive.

• Able to stick to the script.

- Interested in the participants, be friendly by nature, and possess a sense of humor.

- Patient. Moderators will have to repeat the same questions at several sessions and sometimes to the same group. They must do so without losing enthusiasm.

- Able to lead a group through the suggested format, even if viewpoints shared by the group are unpleasant. For instance, there may be times when participants may introduce themselves and share sad experiences about their lives. The moderator must be able to acknowledge that person's feelings and move on.

- Able to include passive participants. In any group setting, some members are more vocal and assertive than others are. Skilled moderators can find some balance to include all participants in the focus group conversation.

- Able to prepare a report of the sessions for the library administration.

Step 4: Identify Participants

Focus groups rely on purposive sampling. In other words, the selection of the participants is based on the purpose of the project. Purposive sampling contributes to productive discussion in the focus groups. If the purpose of your focus group is to learn ways to attract new seniors to use the library, you will want to recruit non-users and new users. You may also consider recruiting a group composed of staff from senior centers and other agencies that work closely with senior audiences.

It is crucial that participants within individual focus groups are compatible. Background or demographic characteristics are the most common ways to select homogeneous focus groups. The most common characteristics on which groups are based include age, education level, race or ethnicity, income, occupation, and marital status. Homogeneous groups are more likely to spend less time explaining their differences and focus on the questions at hand. The goal in designing successful focus group projects is to recruit homogeneous sets of participants for individual focus groups, which comprise a full set of groups that present diverse perspectives. Each focus group should consist of six to ten participants. To obtain useful information, the library should conduct at least three to five groups.

Step 5: Recruit Participants

This is perhaps the most difficult focus group planning task for a library to accomplish. Not only must the library obtain or develop lists of potential participants and their contact information; they must attempt to ensure the invited participants actually attend the sessions. Marketing companies purchase lists of potential participants from a variety of sources (utility and phone companies, commercial sources), but this method is generally too costly for public libraries. While the method may not provide

as large a sample from which to construct a list of potential participants, local agencies that serve seniors may be able to suggest names of older adults who may be willing to participate in library focus groups. If the focus group purpose is to determine what new services and programs seniors want the library to offer, the library patron database may provide an adequate source of potential contacts.

Step 6: Refine Logistics

The site location for the focus group should be accessible to public transportation, with an accessible entrance and adequate parking spaces for people who are disabled. The room should be easily accessible and near an accessible washroom, drinking fountains, and public telephone. Also, the room should be large enough, quiet, comfortable, and have furnishings that seniors can use comfortably with little or no assistance. Any printed literature in the room should be in at least 14-point type and clearly formatted. Each focus group session should last between 60 and 90 minutes. Consider providing light refreshments during or after each session.

Step 7: Contact and Confirm Participants

Telephone contact is the most common way of inviting potential focus group participants. Your call should convey the subject of the focus group, who will be at the group, what you expect from participants, what you will offer in terms of refreshments or incentives, and what future contacts you will have with them prior to the focus group. When contacting participants, ask if special accommodations (i.e., sign language interpreter, listening devices, dietary advisory) are needed. A confirmation letter should follow the initial contact as soon as possible. The confirmation letter and the telephone call should both convey how valuable the participants' ideas, experiences and participation are. To reduce the number of people who fail to show for the session, consider making reminder phone calls the evening before the group meets.

Step 8: Conduct the Focus Group

Convene each focus group session by welcoming the participants, thanking them for coming, and providing appropriate introductions. Moderators should either introduce each participant to the group or allow them to introduce themselves. The moderator should then discuss the topic, explaining how the results will be used and why the individuals were selected. It is important that each group be aware they are alike in some ways. Let the group know for instance, that they are all library users over 60 who are still working, perhaps approaching retirement. The moderator should discuss guidelines, stressing there are no wrong answers, only differing points of view. If applicable, inform the group the session is being taped and that they should speak clearly and one at a time. Request that cell phones and pagers be turned off, unless

there is potential for an emergency to occur. Convey the message to all participants that the role of the moderator is to guide the discussion and that they should talk to each other. Once these guidelines are understood by all, the moderator is ready to begin the session by asking the first question. Throughout the session, the moderator will ensure everyone gets time to speak and no one dominates the discussion.

As each focus group disperses, the moderator should develop a summary description of the session. The summary should include:

- The purpose of the focus group.

- The participants of the focus group, including moderator(s).

- A listing of all suggestions, anecdotal remarks, answers and opinions expressed to questions posed to participants during the session. If a general statement is made regarding a particular group of answers, an example of at least one answer should be provided as a point of reference.

- A statement regarding group dynamics.

Step 9: Analyze the Findings

The real product of focus groups is the final report. The person preparing the report must sort through the focus group transcripts to find the "needles" in the haystack and present the "needles" in the report. The report should address the following questions:

- Was the topic something that came up in most of the groups?

- When a topic was raised, were some participants more interested than others were?

- For people who were interested, just how important was the topic?

The final report will crystallize for the library administration and board the major themes that occurred across the full set of groups. Often, the interview questions will serve as a basic outline for organizing the report. The report should also include the purpose of the focus group, an overview of the group composition, and any general trends. Based on the final report analysis, the library administration can develop an action plan to develop and improve services for older adults. Consider publicizing the final report to the library staff and trustees, as well as the general public. The trends and issues outlined in the report can provide valuable information for the staff who serve seniors.

Surveys as Information Gathering Tools

A survey is a method of collecting information from people about their ideas, feelings, needs, plans, social, educational, and financial backgrounds. They are useful tools for obtaining information regarding policy setting, program planning, and evaluating the

effectiveness of programs. As statistical tools, surveys can be expensive, time-consuming, and labor-intensive. In addition, they can be fraught with pitfalls that can cause them to be statistically invalid. However, used as a planning tool, rather than a research tool, a survey can provide useful information to shape and improve senior services.

The major elements of conducting surveys are sampling, design, processing, analysis, and reporting. Since many public libraries have limited funds, staff, and time to devote to a survey project, consider contacting the local community college or high school for assistance. Instructors may be willing to work with the library to develop and conduct the library survey as a class project, if the library will provide funding for printing, postage, and other expenses.

Survey Design

As in any information gathering process, the library must determine what information is needed to help plan services. In general, the library will want to know about seniors' perceptions of the library and their information needs. To be beneficial, all surveys must include some demographic information, including gender, race, educational, and employment information. Age is a crucial demographic factor to include in your survey. While your survey might focus on all adults over 60 in your community, the information needs of a 75 year old will vary from those of a 62 year old.

Questionnaires should include a brief introduction indicating who is conducting the survey, how the information will be used, and assuring participants that their responses will be kept confidential. Potential respondents also should be told approximately how much time it will take to complete the survey. If demographics indicate the target group will include non-English speaking seniors, develop a bilingual survey. Cultural heritage organizations can assist with the translation.

Prepare the survey in a format that is readable for seniors with impaired vision. The format tips below will help in designing a survey that most seniors will be able to read and complete.

- Choose paper with a matte finish.

- Select paper colors which will offer contrast, but not overwhelm (light colors are good; avoid using a fluorescent color).

- Use a font color which can be clearly seen from the background (dark text is usually preferred).

- Select a font size that is at least 14-point.

- Choose a sans serif font. Good choices are Arial, Tahoma, and Helvetica.

- Avoid stylized, novelty, or fancy typefaces.

- Use an average type weight (thickness of letter). Depending on font chosen, bold letters could become illegible.

- Use enough white space between the lines of text.

- Use left justification for text.

Designing good surveys with clearly written questions that elicit valid responses is difficult. If library staff must design the survey, perform a pilot test to help determine if the survey will provide the information you are seeking and that the survey instructions are clear and understandable. In general, shorter surveys will yield higher returns. Avoid the temptation to include too many questions. Instead, focus on asking the right questions.

The sample survey at the end of the chapter titled "It's A Wonderful Life…After You Retire" was designed and conducted by the LeRoy Collins Leon County (Florida) Public Library to determine the needs of older adults. The staff of the LeRoy Collins Leon County Public Library indicated that the survey results were used to determine collection development and programming needs of local seniors. The survey was developed and distributed with the cooperation of local organizations and businesses that serve Leon County senior citizens. Results of the survey, combined with staff-conducted interview sessions held at senior centers, assisted living facilities, and nursing homes, aided staff in reaching their goal of "enhancing and enriching the lives of senior citizens through programs and training."

Identifying the Senior Sample

With limited resources, it is unlikely the library will be able to distribute the survey to a statistically random sample of the older adult population. As mentioned previously, it is not necessary for the survey to be 100% statistically random and valid. For the purposes of planning and improving services to older adults in small or medium sized libraries, the most convenient and economically feasible means of distributing the survey will likely yield credible results. Nonprobability sampling is a sampling method that includes people who are available and willing to complete the survey. It is considered neither objective nor random. Consider sampling seniors from a number of particular units, such as senior centers, Area Agencies on Aging, churches, grocery stores, and the library. Encourage business partners, such as pharmacies, restaurants, banks, and department stores to help you distribute the surveys.

Survey Distribution

A number of methods are available for distributing library surveys:

- Mail

- Hand-delivery

- Personal interviews

- Telephone interviews

Personal and telephone interviews become costly unless the library can recruit enthusiastic, pleasant, and well-trained volunteers to conduct them. Hand-delivery is an attractive and inexpensive method of distributing surveys in the library. However, this only provides responses from current library users. To reach seniors outside the library, communicate with your local senior center and Area Agency on Aging to deliver the surveys to groups of older adults who visit these agencies.

In general, mail delivery is the most common method for distributing surveys. The return rate will be much higher if the library includes a self-addressed stamped envelope with the survey. In addition, a small incentive may encourage seniors to complete and return the survey. Enclose a bookmark, a coupon for a free book from the next library book sale, or other token of appreciation to boost survey returns.

Survey Collection and Analysis

Recruiting or employing a qualified person to analyze the survey results may save the library staff time and headaches. Every community has someone – a college professor or high school statistics teacher – who can assist in analyzing the raw data into meaningful information. The library staff can use the analysis to prepare a report, which will identify the purpose of the study, the methodology used, and the results. A well-constructed survey with sufficient responses may allow staff to develop needs/wants statements based on the survey results. For instance, "Seniors over 70 years old want a large print nonfiction collection," is a needs/want statement that identifies a need for which the library administration may target funds and staff time to address. Needs/wants statements can provide beneficial information from which a senior services plan can be developed.

Publicize the results of the study internally and externally. The survey report will provide staff with valuable information in their daily encounters with older adult patrons. Request the assistance of the local media to prepare an article, which should include a brief quote from the library board or administration indicating how the findings will be used to improve library services to seniors. If you collaborated with community partners to conduct the survey, request their assistance to distribute flyers that highlight the survey findings.

Cyber Survey - The Library Website Survey

Surveys conducted on library websites are growing in popularity. Web surveys are usually short (some only consist of one question) and focus on issues pertaining to com-

puters and the Internet. A web survey might target seniors and their families who use computers and visit the library's website. The results could be used to determine what links should be included on the library's website, or what computer training classes and software titles should be offered. A question as simple as "For what purpose do you use the Internet?" might provide a library with data to plan computer classes useful for older patrons. Additionally, answers to this question may provide the library with suggestions for enhancing certain subject areas of their library of website links.

Using Information to Plan Library Programs and Services

Using information acquired from focus groups, surveys, and other techniques, along with demographic indicators and projected financial revenues, libraries can compile long-term planning strategies to help fashion and forge quality programs and services for older adults. For the most part, information gathering methods will allow libraries to:

- Develop stronger collections for seniors.

- Purchase computer hardware, software, and assistive technology that coincide with the needs and interests of older computer users.

- Plan and develop new programs.

- Train staff about seniors needs.

- Make the physical plant and website more accessible.

- Schedule better service hours.

- Build on outreach services to seniors living in the community.

- Reach out to unserved seniors.

Surveys and focus groups allow seniors to have a voice in the planning process. In order to be truly successful, however, libraries must take actions based on findings, and then communicate the actions taken. It is important that participants know their answers affected library planning and decision making.

Utilizing the methods for gathering information outlined in this chapter to listen to your community's wants, along with a library that responds to the community's input, will help establish solid library planning procedures and programming for seniors.

Resources

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Lawrence, Jennifer and Paul Berget. "Let's Hold a Focus Group!" *Direct Marketing.* 61 (April 1999): 40-43.

Mangione, Thomas. *Mail Surveys: Improving the Quality.* Thousand Oaks, CA: Sage, 1995.

Morgan, David and Richard A. Krueger. *The Focus Group Kit.* 6 volumes. Thousand Oaks, CA: Sage Publications, 1998.

This set of six books is an excellent resource to help libraries prepare, conduct, and analyze focus groups.

Older Adult Recreation & Library Services Feasibility Study 1999. Appendix C: Results of the Library Search Conference. Markham, Ontario, Canada: Community Services Commission, 1999.

Rubin, Rhea and Gail McGovern. *Working With Older Adults: A Handbook for Libraries.* 3rd ed. Sacramento: CA: California State Library Foundation, 1990.

Salant, Priscilla and Don A. Dillman. *How To Conduct Your Own Survey.* New York: Wiley, 1994.

Venturella, Karen M., ed. *Poor People and Library Services.* Jefferson, NC: McFarland, 1998.

Focus Group
Sample Telephone Invitation

(Be sure the person doing the phone invitations has a pleasant and friendly voice.)

Hello, my name is _____. I am calling on behalf of Your Place Public Library for a special study. We'd like to invite you to participate in a group discussion. The topic will be improving library service for older adults. Over the next few years we will be focusing on improving programming and services. We want and need your opinions on what the changes should be. We are inviting a small group of people between the ages of 65 and 70 from the community to join us for the discussion. Your Place Library is concerned about listening to members of the community. The information you give us will be shared with the administration and trustees of the library.

The meeting will be held on Saturday, April 20 from 10:00 to 11:30 at the library. We will be serving bagels, muffins, juice and coffee. We are pleased that Your Place Diner has donated a coupon good for a dinner for two for all participants who share their valuable insights with us.

Will you be able to join us?

If the person agrees to participate, thank them. Explain that the session will be tape recorded, and ask if this is acceptable. Ask if they have any special accessibility or dietary needs. Let them know they will be receiving a letter of confirmation within a week. Provided them with a contact person and phone number if they have questions.

If they decline to participate, thank them for their time.

Focus Group
Sample Confirmation Letter

**Your Place Library
345 Book Avenue
Your Place, Missouri 65423
(111) 555-3333**

March 30, 2001

Ms. Ima Reader
8765 Novel Street
Your Place, Missouri 65421

Dear Ms. Reader,

Thank you for agreeing to participate in the discussion at Your Place Library, 345 Book Avenue, in Your Place, on Saturday, April 20 from 10:00 a.m. to 11:30 a.m. We will be meeting in the community room on the first floor.

As we explained in our earlier telephone call, the purpose of the meeting is to determine how we can improve programs and services for older adults at the library. Over the next few years, this library hopes to make changes in our programs and our approach to patron services. We want and need your opinions on what these changes should encompass. Your opinions will count and your participation will benefit the entire community.

The group will consist of about six people between the ages of 65 and 70 who live in Your Place and use the library. The discussion will last approximately 90 minutes. As we mentioned in our telephone conversation, we will be tape recording the discussion so we can keep a careful record of the thoughts and opinions of the group. We will take precautions to maintain your privacy.

Bagels, muffins, juice, and coffee will be served. Your Place Diner has donated a coupon for dinner for two for all who participate.

Once again, we are glad you have accepted our invitation to participate in this group. The success of this project depends on each of the participants. If you will be unable to attend for any reason, please call us at 555-3333 as soon as possible.

We look forward to meeting with you on April 20.

Sincerely,

Model Focus Group Questions

1. When adults aged (define age group appropriate to the group gathered, i.e., "75 to 85") think of the public library, what comes to mind?

2. In general, how would you rate the senior community's awareness of library services, library collection, and library programming? (Poor, good, or very good)

3. Are there any barriers that impede the use of the library by the senior community?

Possible barriers: **Yes**   **No**

- Physical limitations (building accessibility, furniture, shelving)?

- Sensory limitations (vision, hearing)?

- Location (including transportation limitations)?

- Fear or unfamiliarity with computer technology?

- Library as a free lending library?

- Library as a place for lifelong learners?

- Library as a place to obtain information?

- Benefits of recreational use of the library?

- Fear of fines, fees, charges for services?

- Illiteracy?

- Language (communicating with staff)?

- Language (library collection)?

- Fear of government agencies?

4. How can the library erase any of these barriers?

5. How can the library improve its services to the senior adult community?

- Improvement in the collection?

- Improvement in programming?

- Improvement in general services?

- Technology?

- What is missing from our list of general recommendations?

6. What would be the best way to get the word out about the library's services to adults aged (define age group)?

Possible follow-up questions:

Where should the library be displaying / posting publicity?

Are there any local newsletters or newspapers the library should utilize?

What neighborhoods should we target in our outreach efforts?

In what community events /meetings / organizations should the library seek participation?

Any suggestions on how to best register (for library cards) those members of your community who may not register on their own?

What other suggestions would you offer?

LeRoy Collins Leon County Public Library Survey

IT'S A WONDERFUL LIFE (after you retire...)
Program Survey

The LeRoy Collins Leon County Public Library is interested in which activities and programs are of interest to older adults. Please help us design programs and services that are of interest to you by filling out the survey below. Thank you!

1. I prefer to come to a program:

    _____in the library   _____in the Senior Center

    _____in my retirement home   _____other suggestions:

    _____

    _____

2. The best day for me to come to a program is:

    _____Monday   _____Tuesday   _____Wednesday

    _____Thursday   _____Friday   _____Saturday

    _____Sunday

3. The best time for me to come to a program is:

    _____Morning   _____Afternoon   _____Evening

4. Do you prefer (check one or both):

    _____A regular program that meets routinely with a fixed group of participants.

    _____Individual programs in which I can participate as I want.

5. Which of the following program ideas appeal to you? (check as many as applicable):

    _____Post Retirement Leisure Time – how to spend it. The emphasis here is on educational and cultural activities.

    _____Travel/Relocation – how to find information on these subjects in the library and on the Internet.

    _____Volunteer/Work Opportunities – explore programs that are available.

    _____Leaving a Legacy – organizing family legacies for future generations. Preserving family stories, photos, genealogy.

_____Learn how to improve your memory.

_____Learn how to access medical information in the library and on the World Wide Web.

_____Learn what you can do to keep physically fit.

_____Learn how to e-mail your grandchildren.

_____Learn how to make new friends.

_____Learn how to cope with the loss of your partner.

_____Learn basic computer skills.

_____Learn about Internet resources, i.e., online shopping, etc.

_____Learn about educational opportunities available to older adults.

_____Do/learn something you have never done, but always wanted to do.

_____Attend educational/cultural activities such as symphony, author luncheons, Civic Center activities, etc. as a group. Tickets would be provided by library partners at no cost.

_____Visit a college class to "test-drive" a subject in which you are interested.

_____Participate in a book club for seniors.

_____Participate in a "Coffee Klatsch" held in the new library café to meet others and discuss books and current events.

_____Other suggestions: _____

_____

_____

_____

Optional information for mailing list:

Name: _____

Address: _____

E-Mail address: _____

Age: _____ Retirement facility: _____

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Chapter 4 – Agency Collaboration

Agency collaboration and cooperation is crucial for successful senior services. Communities are being challenged to provide services that will enable seniors to maintain strong connections with and continue to contribute to their communities in order to maintain their quality of life. It is imperative that libraries address this challenge with their community partners.

Cooperation, Collaboration and Partnering

Building partnerships in the public and private sector can be a challenging process. It requires patience, time, and leadership commitment. However, working with other agencies will benefit the library, its partners, and most importantly, older adults. Developing relationships with community agencies and businesses that serve seniors will allow library staff to expand their horizons, become more informed, and be alert to trends. Best of all, library services for older adults can be integrated into the greater community of services and increase the library's potential for reaching more seniors.

For the purposes of this chapter, the words partner and partnership will be used to describe the relationship between libraries and community agencies. In reality, multiple models or stages of coalition building exist. Feinberg and Feldman provide an excellent overview of the coalition building continuum.

Networking is the first step in coalition building. Networking facilitates communication among individuals, requires a minimal level of interaction and allows for agency information exchange. Coordination, the next stage, involves two or more agencies combining efforts to serve a common audience. For example, the library may develop a special bibliography for the customers of the local Area Agency on Aging. Cooperation is a higher level of commitment by the agencies that results in better delivery of services. As an example, the public library may provide workshops on computers at the local senior center. The senior center benefits with new services for its customers and the library reaches a new audience. A partnership takes the relationship further, usually involving projects that are new to the partners and some level of financial responsibility on the part of each agency. Partnerships require a great deal of communication and trust. An agreement between the parks and recreation department and the library to jointly sponsor training for their employees regarding effective services for seniors is an example of a partnership. Collaboration is the final step in coalition building. It involves a formal relationship and a commitment to a common goal that can only be achieved by working together.

The lines that delineate these stages are not firm or easy to draw. In fact, libraries will shift between the stages at different times with different partners. The stage in which the library is operating is secondary to the fact that coalition building is having a positive affect on services for seniors.

The Value of Cooperation

Cooperation between libraries and community agencies creates win-win situations. Libraries have a great deal to offer agencies serving seniors. Sandra Feinberg describes library assets that are valuable to potential community partners. The library provides free access to information and is seen as the community's information center. In large and small cities, the library is the community cultural center, offering opportunities for lifelong learning, recreation, and intellectual development. The library possesses a positive image, and communities respect and appreciate the library as an institution. Libraries have natural audiences, many of whom use the services and resources regularly. Potential partners can use the library as an information clearinghouse. The library is generally centrally located and accessible for meetings and gatherings. It provides a safe, free, and neutral place for programs.

As mentioned previously, partners and their audiences benefit when agencies cooperate. Nevins, and Feldman and Jordan offer several advantages that result from cooperative relationships.

- Cooperation allows access to resources the partners may not otherwise have. These may include staff, technology, information, knowledge or money.

- Cooperation conserves resources and avoids duplication of services.

- Cooperative relationships bring the advantage of ideas, synergies, and shared expertise. A variety of perspectives can generate new ideas, new solutions, and new opportunities.

- Cooperation creates connections. Partners can facilitate and support each other's efforts because each entity is hooked into communities the others may not reach, or may carry weight the others do not. There is great value in being connected.

- Cooperation builds critical mass. Partnerships allow agencies to do as a group what cannot be done individually.

- Cooperation allows agencies to become more effective in achieving their goals.

- Cooperation improves community-wide information sharing, service delivery and distribution of materials.

- Cooperative partners can reach new and greater audiences through combined efforts.

- Cooperation increases the credibility of all agencies involved.

Community partners working together to serve a common audience can achieve a number of results that would be less effective (and sometimes impossible) if the agencies worked alone. Partnering with other senior-serving agenices will allow the library and its partners to serve new roles by:

- Reaching new audiences.

- Adding or sharing resources for programs and services.

- Serving as resources for each other's projects, programs and training.

- Developing new resources, such as directories, bibliographies and resource listings.

- Marketing each other's programs and services.

- Planning and developing cooperative programs.

- Writing joint grants.

- Cross-training staff.

Adapted from: Feldman, Sari and Barbara Jordan. "Together Is Better: The Role of Libraries as Natural Community Partners." *Zero to Three*. (December 2000/January 2001): 30–37.

Networking and Coalition Building

The goal to focus on when cooperating with one or more agencies is reaching unserved audiences. The goal of most tax-supported agencies is to effectively and efficiently serve their target audience. Lack of funding, staff, and other resources often create obstructions to this goal. Agencies that network find new ways to stretch resources and reach new audiences, such as sharing meeting space and mailing lists and promoting each other's programs and services.

In the area of senior services, the best place to begin any cooperation effort is with the regional Area Agency on Aging (AAA). The staff at your local AAA already work closely with many agencies which serve seniors. Find a mutual time to meet with the AAA director or other staff to learn more about the programs and services they offer seniors. Educate the AAA staff about services and materials the library has available which may benefit AAA, other agencies, and community seniors. Ask if a coalition of agencies serving seniors already exists. If one does, request an invitation to speak to the membership about the library and information regarding coalition membership.

If a coalition or network of senior services agencies does not exist, consider taking a leadership role and developing one. Contact leaders in the senior services arena and invite them to an open house and sharing session at the library. Review the agencies and organizations listed in Chapter 8, and comb the lists in the Community Connection database and in resource directories developed by your local AAA. Think beyond the scope of the traditional information partners. Look at organizations that also provide lifelong learning opportunities, such as museums, botanical gardens, and social clubs. Telephone the key person at each agency and invite them personal-

ly to a group meeting or open house. Be prepared to distribute library literature and share information about library services, resources and programs at the meeting. Promote the availability of library meeting space, technology, the expertise of library staff, existing audiences and other, less "tangible," resources the library can offer community agencies.

Find out as much as you can about the organizations. If the group of organizations is numerous, you may develop a program schedule which will allow each agency representative to make a short presentation describing the services and goals of his or her agency. The coalition can be an informal, monthly gathering of agency staffs who meet to share information about the services they provide, new trends or legislation that may affect their services or audience, and other issues. From these monthly meetings, partnering opportunities will develop. Once developed, the coalition must be maintained and remain flexible. With agency staff turnover and funding changes it takes some work to keep networks up to date. However, the results are well worth the effort and time.

While its focus is family and youth services, Feinberg's and Feldman's *Serving Families and Children Through Partnerships* provides an excellent chapter on developing a community coalition.

Developing Partnerships

As relationships between agencies develop, opportunities for partnering will evolve. In addition to networking with agencies which serve seniors, library administrators must make time to get acquainted with potential partners by joining community organizations and participating in their activities. This establishes an important foundation for future collaborations. Involvement in community organizations and businesses allows potential partners to become familiar with the library's mission and understand how a partnership can be mutually beneficial.

Partnering results when a more formal arrangement develops between the library and one or more agencies or businesses. As Feldman and Jordan note, "…partnering is a one-to-one proposition, starting with a person-to-person relationship. Although the goal may be to establish an official agency-to-agency collaboration, the partnership begins with individuals." Community coalitions give library staff the opportunity to learn more about other agencies serving seniors. Opportunities for partnerships exist with these agencies and with community organizations and businesses.

Library partnerships do not evolve overnight. Patience and an ability to see the larger picture are key attributes for library staff involved in developing partnerships. Samuel Morrison, director of the Broward County (Florida) Library says, "The likelihood of success increases when participants are able to check their egos at the door and focus on the service benefits to be achieved." Allow time for issues to be resolved, relationships and trust to be developed and learn to wait for the right time.

Commitment on the part of the leader of the potential partner organization or business is crucial. With a vision for what the partnership can achieve, this person can gain the commitment and enthusiasm of the organization's staff to implement the project or program.

Following are steps to develop partnerships.

1. Research potential partners.

    - Use items such as annual reports, agency publications and newspaper files to conduct preliminary research. Determine if the organization is respected within its own network.

    - Partnerships are mutually beneficial relationships. What can the library and partnering agencies contribute?

    - What staff expertise is available?

    - What funding opportunities are available? In some instances, one agency may provide funding while the other provides expertise and staff. In other instances, joint grant opportunities may exist.

    - Does one agency attract an audience the other wants to reach?

    - Does the program have the potential for being "ground-breaking?"

    - Examine the value of spaces, buildings, and physical equipment, including technology and hardware.

    - What print and information resources can partners contribute?

    - Is there a publicity opportunity?

    - Will professionals in other areas of the country want to read about the partnership?

    - What intangible benefits will agencies contribute? Libraries are respected cultural institutions in their communities, which adds value to any partnership.

    - Focus your efforts. Determine which agency will best fulfill the needs of the project and pursue them.

2. Initiate an informal conversation between the library and the potential partner.

    - Contact the potential partner directly, preferably by phone. If you are hesitant about contacting a particular individual or agency, determine if you have a staff person, trustee, friend or family member who is acquainted with the potential partner. Ask that person to help you initiate a dialogue with the potential partner.

- Keep the dialogue with the potential partner going. Understand the concerns of the potential partner, and strive to make the potential partner a long-term ally rather than a one-time friend. Determine what each partner may bring to the partnership which will be critical to a successful project serving seniors.

- What resources are needed to reach the goal? Confirm the partner can provide the required contribution to the effort. Guarantee the library can fulfill its responsibilities to the project. It is wise to keep the library board and administration informed about the partnership and the project and obtain their support.

- Cultivate the right contacts within the organization of your potential partner. In many cases, having the right person to ask at the right time can take care of all other considerations.

3. Begin a courtship with your potential partner.

- Be sure to work with the person who can make the partnership happen. It shows good faith to arrange a visit to the potential partner's place of business. After the meeting send a letter or e-mail thanking the person for his or her time and summarizing the content of the meeting.

- Understand what appeals to the potential partner. What other partnerships has the potential partner formed? What publicity did the partnership generate?

4. Invite a potential partner to an informal meeting.

- Invite the key staff of your potential partner to your library for a brown bag lunch with your staff and a tour of your library This informal meeting will allow you to get to know each other.

- Be flexible and open during discussions. Listen for commonalities and opportunities which will be beneficial to both agencies as well as your senior audience.

- During the informal meetings discuss your individual missions. Determine if there is consensus and synergy. Be honest in the assessment.

5. Establish formal contact and arrange a formal meeting.

- It is important to record minutes of meetings and share them with all who are involved. Letters of agreements, memos of understanding, and contracts are all legal and may be binding.

- View your partner with respect; avoid a competitive attitude.

- The partnership should be a win-win-win relationship, with the older adult population as the ultimate winner.

- Questions and concerns to be addressed during the meeting include:

- What is the ultimate goal of the partnership in relationship to improved services for seniors?

- Work to develop a mutually agreed upon vision and a mission statement.

- Determine if anyone has personal issues concerning any of the potential partners.

- Determine if the project needs a steering committee.

- Determine who will serve on the committee and who will lead it.

- Determine what level of authority the committee leader holds.

- Determine how often and where the meetings will be held.

- Determine if the partnership will exist indefinitely or have a termination date.

- Be ready to compromise (within a defined limit). An "all or nothing" attitude is seldom beneficial.

- Do not commit to anything which you may not be able to accomplish.

6. Formalize roles and responsibilities on certain projects and for the overall partnership.

- Describe the agreed-upon project in writing, noting goals, and recording each partner's contributions and responsibilities. Consider funding, contacts, facility usage, time, personnel, and marketing responsibilities.

- Define how publicity regarding the partnership will be worded. Who will speak with the media concerning the partnership and who is ultimately responsible for developing press releases concerning the collaboration?

- Take actions which will establish trust over time. Trust is achieved through time and experience of the partners working with each other. Always take and distribute notes to all partners. At the beginning of the meeting, call for corrections or additions. This facilitates all partners having the opportunity to know exactly what is happening. Always be open, honest, and committed, and follow through with your stated commitments.

- Use a letter such as the sample provided at the end of the chapter to confirm the initial agreement.

7. Generate ongoing, informal progress reports on how the partnership is benefiting the senior audience. Distribute the reports to library trustees and administration. Partners can distribute them to their agency's stakeholders.

8. Showcase library services and programs that are a result of the partnership.

   - Consider highlighting the partnership project on the library's website, adding a link to the partner's website.

   - Use events such as open-houses and festivals to talk about the services and programs.

   - Promote the cooperative project to the local media, focusing on the role the cooperative element played toward enhancing services to seniors.

   - Consider writing an article about the partnership for professional journals.

9. Keep the lines of communication open and on-going. Always remember to say "Thank You." Find different ways to do this throughout the partnership period. Forward thank-you notes from patrons to partners for programs which they sponsored, have a certificate of appreciation designed for the partner or hold a meet-and-greet for the partner's staff, library personnel and senior participants.

10. Be prepared to end partnerships that are not working. There are times when key personnel leave an organization and the organization's philosophy and responsiveness change. If the organization no longer seems to be a good partner, do not continue the relationship - let it end. However, leave doors open to approach the agency for future cooperative projects.

11. Avoid potentially harmful partnerships. Political organizations, religious groups, and controversial groups which believe the end justifies the means may project the library in a poor light. Establish in your initial research that potential partner organizations do not have a history of offending any minority, ethnic, or religious groups. It is best to avoid partnering with formalized political or religious groups. The library may alienate people and get drawn into their platforms and agendas through association.

Adapted from:

MacLeod, Leo. "Corporate Partnerships: The Art of the Deal." *Oregon Library Association: OLA Quarterly*. 5 (Winter 1999). [Online]. Available: *http://www.ola web.org/quarterly/quar4-4/macleod.html*.

Hundley, Kimberly and Renee Targos. "Collaborative Pieces of Art: Museum-Library Partnerships."

Leuci, Mary Simon. "Building Strategic Alliances and Partnering for Success."

Missouri Express Resource Guide 11. [Online]. Available: *http://outreach.missouri.edu/mo express/guides/guide11-full.html*.

Partnering With Corporations

Some libraries are hesitant about partnerships between libraries and corporations. Some believe that by accepting large amounts of money, services, or products the library compromises its integrity. In addition, libraries fear partnering with corporations will require them to relinquish some control. Library administrators and trustees must ensure competitive bidding rules are not circumvented and that the partner does not promote its partnership with the library in a way which makes it appear other ventures of the corporation are endorsed by the library.

Don Sager, library author and publisher, concedes that finding a middle ground which "ensures the library's integrity while giving the corporation something tangible" is not easy.

Many libraries accept the challenge of partnering with corporations and experience great success in expanding services or extending resources. The Broward County (Florida) Library maintains over 500 partnerships, most of which are informal. Some partners donate materials, such as books, others donate large sums of money. With the help of its partners, Broward County Library has successfully brought new services and new resources to its community, resulting in a high degree of community support.

Appealing to corporations generally requires a personal contact and a meeting. Below are some ideas relating to the development of the library-corporation partnership.

Tips on Corporate Partnerships

- Be sure the library staff and trustees are comfortable with the corporate partnerships.

- Poll your staff and trustees to determine if they have any connections with the potential corporation.

- Determining which corporation to ask will be situational. Read the community and business sections of the local newspaper and corporate annual reports.

- Pick up the phone and ask! After a list of possible corporate partners has been established and researched, make an initial contact through the corporate public relations department. If there is interest, the partnering process can begin; if there is no interest, other alternatives can be pursued.

- Determine in your initial conversations what the partner's role will be. Both partners should reach consensus before proceeding with the request.

- Keep requests simple and direct. For instance, if the library needs a product, such as cellular phone service, be direct and say, "Will you help the Memorial

Library develop a communication plan which will help senior services outreach staff take computer-reliant library services off-site? By doing this, library staff will be able to demonstrate the Internet to residents of nursing homes."

- Understand and accept the fact that the time required for completion might be longer than desired.

- Agree, in advance, what recognition the corporation will receive. Confirm this with a letter.

- Agree from the initial meeting that, by nature, the partners are two very different organizations. Private corporations seek to make money; libraries are public and seek money to operate effectively. A common goal, however, can be the improvement of the quality of life for older adults.

Collaboration Adds Value

Building relationships with agencies and business that have seniors as customers is possibly the single most important step libraries can take to improve and expand library services to seniors and positively affect their quality of life. Reaching unserved seniors is impossible without agency collaboration. While the task of seeking out and courting partners is time-consuming, the rewards to the library and the senior community and the expansion of resources that accompany partnerships make the effort worthwhile.

Resources

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Feinberg, Sandra and Sari Feldman. *Serving Families and Children Through Partnerships*. New York: Neal-Schuman, 1996.

Feldman, Sari and Barbara Jordan. "Together Is Better: The Role of Libraries as Natural Community Partners." *Zero to Three*. (December 2000/January 2001): 30-37.

"Libraries and Literacy: A Natural Partnership." *Focus: Adult Literacy*. Wallace-Reader's Digest Funds. [Online]. Available: *http://www.wallacefunds.org/publications/pub_lit/lib.htm*.

Leuci, Mary Simon. "Building Strategic Alliances and Partnering for Success." *Missouri Express Resource Guide 11*. [Online]. Available: *http://outreach.missouri.edu/moexpress/guides/guide11-full.html*.

Lynch, Sherry, ed. *The Librarian's Guide to Partnerships*. Fort Atkinson, WI: Highsmith, 1999.

Based on the experiences of the Broward County Library (Fort Lauderdale, Florida), which has developed over 500 cooperative agreements, this book provides practical advice and examples of the strategies that lead to successful partnerships.

MacLeod, Leo. "Corporate Partnerships: The Art of the Deal." *Oregon Library Association: OLA Quarterly*. 4 (Winter 1999). [Online]. Available: *http://www.olaweb.org/quarterly/quar4-4/macleod.html*.

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Sanders, Michael. P*artnerships and Joint Ventures Involving Tax-exempt Organizations*. New York: John Wiley, 1994.

Urban Library Council. *Leading the Way: Partnering for Success*. Evanston, IL: The Council, 1997.

Wagner, Patricia Jean. *Building Support Networks for Schools*. Santa Barbara, CA: ABC-Clio, 1991.

Wiggins, Glendale V. *Targeting Services to the Minority Elderly: Partnerships between Area Agencies and the Minority Community*. Washington, DC: National Association of Area Agencies on Aging, 1985.

Wood, Joan M. Partners: *The Library and Its Community. Library Guide to Interagency Intergenerational Collaboration*. Pekin, IL: Pekin Public Library.

Copies of this report are available to Missouri libraries from the Missouri State Library, Library Development Division.

Sample Follow Up Letter to Confirm Initial Agreement with Partner

<div align="center">

Our Place Library
123 Main Street
Our Place, Missouri 74345
(714) 555-1200

</div>

April 29, 2001

Ms. Sue Fitt, Director
Our Place Parks & Recreation Department
2341 Winding Way Road
Our Place, Missouri 74321

Dear Ms. Fitt,

I am pleased the Parks and Recreation Department has agreed to partner with Our Place Public Library to develop a training program for our respective staffs. As we discussed over lunch last week, the leisure, cultural, and education needs of older adults in our community grow as the senior population grows. Training focused on the aspects of aging and customer service to mature adults will benefit our mutual employees and the senior audience we serve.

Based on my notes from our meeting, we will hire trainers to provide three four-hour workshops during November and December. Themes for the sessions will include:

- the mental, cognitive and physical changes of aging

- learning patterns of older adults

- improving customer service to older adults

Staff from your department will research and hire the trainers. Library staff will develop bibliographies and a display of print materials to supplement the training. Our Place Parks and Recreation Department and the public library will divide the cost of the trainers' fees and expenses equally. The library will provide meeting space and duplication costs for the training materials. Your department will cover the cost of refreshments.

Thank you for cooperating with us to improve services to our community seniors. We appreciate the opportunity to work with your department on this and future projects.

Sincerely,

Ms. Mary Booklady, Director
Our Place Library

Chapter 5 – Programming for Older Adults

Programs for older adults can be educational, satisfying, and fun. As noted in Chapter 1, older adults are a diverse population. In response to the library's attempts to develop a series of interesting programs, some patrons may enthusiastically embrace the scheduled programs, while others will show little interest. This is all right. Aim to provide quality programs which meet the needs of your target audience rather than attempting to attract large crowds at every program.

Surveys and focus groups targeting seniors can be helpful in discovering what type of programs they may enjoy. (See Chapter 3.) Results can be used to choose subjects that will appeal to many but not totally exclude minority interests.

The programs in this chapter are replicable, cost little, and take about two hours to plan. While these programs were chosen and developed with older adults in mind, there are many which will appeal to all ages and offer chances for intergenerational programming.

General Types of Library Programs for Older Adults

Most library programs are educational, but also fall into a broad subject content area. Within each broad category lies the opportunity for staff to "push the envelope" of creativity. When planning a series of programs consider the following broad categories:

- Hobbies - hobby programs focus on the activities which people can pursue during their leisure time.

- Finances and well-being - programs which focus on finances and well-being enlighten the audience in the areas of health, welfare, and financial security.

- Entertainment - these programs are those which enable people to sit back, relax, and enjoy the presentation.

- Remembering other times - remembrance programs require reflection. These programs may be historical or reflect current history.

- Book discussion groups - book discussion groups allow the sharing of words, thoughts, and opinions.

Refer to Chapter 3 to learn how surveys and focus groups can help when planning library programs and services.

General Program Development Concerns

When developing any program, staff should be aware of the following planning concerns that can either make or break their efforts.

Program Cost

A library's budget is usually limited; therefore, think creatively when choosing presenters. Sharing financial and human resources is a partnership option. Money can be saved by using local speakers. Many speakers will waive speaking fees for libraries. However, if the speaker is not connected with an organization which will reimburse him or her for expenses, the library can offer an honorarium or funds to cover expenses.

- Consider staff from nonprofit agencies and family and friends of library staff.

- Speakers from local colleges and high schools have a wealth of knowledge and experience to share.

- Consider asking staff from local businesses. They may be willing to supply speakers without promoting their own businesses.

- Consider asking local authors. Many are often willing to speak free of charge at their local library.

- Remember library patrons are also good resources. Some may be able to speak from personal experience.

- Local contacts may be found by searching the Community Connection's database at *www.communityconnection.org/.*

A number of agencies may provide supplemental programming supplies, such as videocassettes and pamphlets. Such agencies include educational institutions; federal, state, and local government agencies; national health organizations; consumer agencies; professional sports teams; and other organizations that have older adults as clients or customers.

Presentation Etiquette

Listed below are some suggestions for proper speaking etiquette.

- Speakers should speak in an "unrushed" manner. They should speak clearly and not too softly. They should never shout.

- Visual aids should be large enough to be seen easily. Handouts should be provided in 14-point type.

- People learn in different ways. It is advisable to use a variety of techniques, with the goal of appealing to as many senses as possible.

- Refreshments appeal to another sense. Light refreshments, such as punch and cookies (including sugar-free options), can help wrap up a program. As they eat, the seniors have the opportunity to converse with each other and make new friends.

- A staff member should introduce the speaker, mention library services and materials related to the subject, and close the program.

- If the program is being presented by a staff member, another person should be present to operate audio-visual equipment and be available to handle any problems which may arise.

- Always display library materials related to the subject and, if possible, compile a bibliography to distribute.

Basic Facility and Equipment Needs

The program area needs to accommodate the presentation and the audience. Additionally, any requested equipment should be ready. Here are some helpful hints to keep in mind when programs require special accommodations or equipment.

- Program equipment includes flipcharts, VCRs, cassette and CD players, and slide and overhead projectors.

- Programs using the Internet are becoming popular, so an Internet connection may be needed, as well as a computer projector.

- A lectern and microphone should be provided for large groups.

- Always provide a speaker with a chair, table, and pitcher of water with a glass.

- Remove any potential barriers for people with low vision.

When contacting speakers prior to their presentation, make inquiries regarding how they want the room set up, what equipment they will need, whether they require the photocopying of anything, and whether they have any suggestions for distributing program flyers.

Marketing

Essentially, the library should inform as many residents as possible about the programs being presented. Publicity and promotion are important in bringing older adults to library programs. See Chapter 6 for details. Listed below are some useful marketing tips.

- Having staff individually inform regular patrons of the programs makes them feel special.

- Use regular library promotional media – flyers, posters, calendars, newsletters, websites, and written invitations.

- Staff can speak briefly about upcoming programs at senior centers, nutrition centers, senior residences, or other places where seniors gather. Distribute flyers and posters at the centers.

- Printed information should be simple and produced in large enough print (14-point or larger). Posters should be placed at eye level.

- Consider distributing notices to churches, mosques, and synagogues for inclusion in announcements, bulletins, or newsletters.

- Send news releases to newspapers, radio, and television stations.

Program Checklists

In most cases, staff members who plan and execute senior programs will have other duties. A program task checklist is a useful tool to ensure the essential tasks for conducting a successful program are completed. A checklist also allows fellow staff to determine items which need to be completed in the event the planner is unavailable on the day of the program. The program planning checklist at the end of the chapter may be photocopied and used as a checklist.

Program Scheduling

Timing is everything! This is true when launching a new series of programs. Choosing an appropriate national, state, or local celebration day as the "kick-off" date for programs affords the library the opportunity to develop enticing publicity releases and advertising devices.

For instance, schedule a poetry program on Valentine's Day; a program which remembers the country's veterans can be held in November (Veteran's Day); and a book discussion group can begin on Mark Twain's birthday.

Consult literary calendars, calendars which highlight events such as "National Pie Day," online events calendars, *Chase's Calendar of Events*, the Missouri Department of Tourism's calendar of events, and your local community events calendar for ideas.

Older Americans Month

May is designated as Older Americans Month, creating an opportunity to launch a new senior website, initiate new activities and programs for seniors, highlight continuing programs, and focus your library's marketing efforts on services for seniors.

Here are a few ideas for programs during Older Americans Month:

- A program which recognizes the achievements and contributions of older adults is a good way to kickoff May senior programming efforts. Consider conducting a "remember-when" type of program, whereby a short overview of each decade is given. Solicit patron speakers or local historians. This is a good opportunity for an intergenerational program, and one to which schools can be invited to participate.

- Consider developing a program about senior achievers, such as environmentalist Rachel Carson, Senator John Glenn, Poet Laureate Stanley Kunitz, actor Paul Newman, or President Jimmy Carter.

- If your library supports a book discussion group, suggest that books discussed during May be those written by older adults, or whose characters are older adults.

- Consider distributing fine-free coupons, which can be used during the month of May. If the library's automated circulation system allows searching by year of birth, print mailing labels for all patrons aged 60 years or older. If your system does not allow sorting by date of birth, print the coupons in a flyer format and distribute to community partners for posting.

- Recognize Older Adults Month on the library's website with a statement saluting the month and listing special library programs and on-going programs for seniors. If your library uses an electronic postage machine which allows messages to be printed on mailers, add "Public Library Celebrates Older Adults Month."

Consider partnering with other community groups to plan a super-celebration honoring seniors. Sharing resources for a community celebration of older adults will benefit all involved.

Program Ideas

The following is a collection of programs suggested for older adults. They should be thought of as guides adaptable to your resources and needs, not as exact outlines of instructions. Consider the material in your libraries and resources available in the community, and implement the programs accordingly. Remember, your senior patrons may serve as sources for planning and conducting your events. They are also often excellent resources for speakers for programs.

Note: Programs marked with the symbol are particularly tailored to be intergenerational and present a good opportunity to partner with youth organizations.

HOBBIES

Program Title: *Sage Gardening (Gardening for Seniors)*

Program Description:

Gardening is one of the top leisure activities for Americans over 55. Gardens and garden equipment can be easily adapted to suit the physical needs of the aging. This program is useful for all persons who would like easier access to gardening.

Topics:

- Medicinal and psychological benefits of gardening.

- Garden design, including raised beds, vertical structures and trellises, and other structures.

- Container gardening.

- Plants and tools to use for persons who may have arthritis or other impairments, including ways to make homemade special tools or adapting existing tools.

- Common sense tips for any gardener who wants to make his or her work easier.

- Planting gardens that appeal to all the senses and planting to attract birds and butterflies.

Speakers:

- University of Missouri Master Gardener program; there are more than 1,600 master gardeners in 93 Missouri counties. To locate a master gardener in your area consult *http://outreach.missouri.edu/mg*.

- County extension agent.

- American Horticultural Therapy Association: (800) 634-1603 or *www.ahta.org*.

- Federated Garden Clubs of Missouri: *www.gardenclubsofmissouri.org/fgcm.shtml.*

- Missouri Botanical Garden representative: (314) 577-5100.

- Local garden center owners.

Basics:

Length – 1 hour.

Classroom-style seating, reimbursement for any supplies.

Preparation time – 2 hours.

Learn More About It:

Way, Joann. *Accessible Gardening: Tips and Techniques for Seniors and the Disabled*. Mechanicsburg, PA: Stackpole Books, 1997. (Appendix lists 165 sources of tools, supplies, and information)

Horticulture for All: *www.ourworld.compuserve.com/homepages/Jane_Stoneham/*.

Missouri Master Gardeners Program: *outreach.missouri.edu*.

The Gardening Launch Pad: *www.gardeninglaunchpad.com/hort.therapy.html*. Provides links to a variety of websites on the subject of special needs gardening and horticulture as therapy. Many sites feature how-to-do-it and photos of success stories.

Make It Special:

Ask the presenter to make a container garden which can be donated to a senior center.

Market It:

Distribute flyers to senior centers, garden centers, apartment complexes, home improvement centers.

Program Title: *Trash or Treasure? Antiques and Collectibles*

Program Description:

It is always fun to dream that the junk in the attic or basement is worth a fortune. Learning what is trash or treasure makes for an educational and fun program.

Topics:

- Features to look for, such as marks or signatures, in various fields of collecting.

- Spotting fakes.

- How antiques are valued.

- What makes something a "collectible."

- Learning history through antique objects.

Speakers:

- Antiques dealer; see *www.antiquedirectory.com/shops/mo.html* and *www.antiques-usa.com/MO.HTML.*

- Other experts knowledgeable about specific collectibles speaking on subjects such as doll collecting, coins and stamps, phonograph records, glass, and ceramics.

- Spokespersons from local historical societies or museums.

Basics:

Length – 1½ hours

Classroom-style seating.

Preparation time – 2 hours. Add one hour if you decide to "Make It Special."

Learn More About It:

Kovels Online: *www.tias.com/stores/kovels/.* Antique and collectible experts Ralph and Terry Kovel offer videos, pamphlets, and books on collecting. Apply for a free account, which will allow you to look through 200,000 appraiser-approved actual prices of antiques or collectibles.

Make It Special:

- Ask presenter if he or she would appraise one item per person in attendance at the program.

- Log on to the Kovel website and look up the value of one item for each participant.

Market It:

Flea markets, rummage sales, resale shops, auctions.

Program Title: *Attracting Birds to Your Backyard*

Program Description:

Bird watching as a hobby can be a great deal of fun as amateur ornithologists seek to spot as many varieties as possible. This program will change "birdwatchers" to "bird collectors" as sightings are checked off bird spotting lists.

Topics:

- Identifying birds likely to be found in the area, particularly in residential neighborhoods.

- Tips on how the homeowners can attract birds.

- Tips on the types of shelter and food area residents can provide to attract birds.

Speakers:

- A member of the National Audubon Society; locate a speaker by accessing the website at *www.audubon.org/chapter/mo/*.

- Representative from the Department of Conservation, Department of Natural Resources, or County Cooperative Extension Service.

- The local newspaper's outdoors editor.

- Owner of a bird feed store: *www.wbu.com*.

Basics:

Length – 1 hour.

Auditorium-style seating. Presenter will need audio-visual equipment; be sure to confirm exactly what is needed.

Preparation time – 2 hours.

Learn More About It:

Adams, George Martin. *Birdscaping Your Garden: A Practical Guide to Backyard Birds and the Plants that Attract Them*. Emmaus, PA: Rodale, 2000.

Missouri Department of Conservation. Backyard Bird Feeding: *www.conservation. state.mo.us/nathis/birds/birdfeed/index.htm*.

Missouri Department of Conservation. Enjoying Missouri's Birds: *www.conservation. state.mo.us/nathis/birds/emobirds/*.

Roth, Sally. *Attracting Birds to Your Backyard: 536 Ways to Turn Your Yard and Garden into a Haven for Your Favorite Birds*. Emmaus, PA: Rodale, 2000.

Make It Special:

- Hand out recipes for suet balls and seed bells.

- Provide bird calls on tape or compact disc.

- Make bird-spotting charts for participants.

- Provide bird identification posters from the Missouri Department of Conservation.

Market It:

Distribute flyers to nature centers, stores which sell bird food, pet food stores.

Program Title: *Flower Arranging*

Program Description:

Flowers can make a gray day bright. An artfully arranged bouquet can become a focal point of a room. Many patrons would like to know how to create their own gems. This program will give them the tools to get started.

Topics:

- Demonstration of flower arranging step by step, with advice on what to do and what not to do.

- Suggested flowers and where to purchase them.

- Elements of color and design.

- How to incorporate silk and fresh flowers.

Speakers:

- Florist.

- County fair award winner.

- Member of garden club.

- Hobby/craft store teacher.

Basics:

Length – 1½ hours.

Classroom-style seating.

Preparation time – 2 hours. Internet connection and one hour will need to be added if you choose to "Make It Special."

Note: presenter may donate the materials, but the library may have to pay for them.

Learn More About It:

California Cut Flower Commission: *www.ccfc.org/consumer.htm*.

Society of American Flower Arranging: *www.aboutflowers.com/*.

Make It Special:

The Society of American Flower Arrangers has a fun quiz which is supposed to help identify people's personalities, and, in turn, the best flower arrangement to suit their natures. Offer to check out participants' flower personalities at *www.aboutflowers. com/giftideas-guiz.html*.

Market It:

Distribute flyers to craft and hobby centers, home improvement stores, florists, gardening centers, and anyplace where fresh or artificial flowers are sold.

Program Title: *Digging Up Roots - Genealogy*

Program Description:

During transitions in people's lives they start asking themselves who they are and where they came from. Finding family origins is a start in determining your genetic base. Finding your roots also may help to find long-lost kin. This program helps start participants on their way.

Topics:

- Where to begin research.

- What to look for and questions to ask.

- Identifying good leads and when to follow them.

- How to organize and document the resources.

Speakers:

Member of the local historical society or museum, which can be located at the State Historical Society of Missouri's website: *www.system.missouri.edu/shs/directorymap.htm*.

Basics:

This program should be a continuing series of two to three sessions of 1 to 1½ hours each.

Classroom-style seating.

Preparation time – 2 hours. Add one hour if you "Make It Special."

Learn More About it:

Allen, Desmond Walls. *First Steps in Genealogy: A Beginner's Guide to Researching Your Family History*. White Hall, VA: Betterway Books, 1998.

Ancestry.Com (*www.ancestry.com/*) provides links to Social Security death index and census records.

Croom, Emily Anne. *Unpuzzling Your Past: A Basic Guide to Genealogy*. White Hall, VA: Betterway Books, 1995.

Genealogy Gateway (*www.gengateway.com*) is a good place for persons beginning to dig as well as those who are entrenched.

RootsWeb: *www.rootsweb.com/~bwo/missouri.html.* RootsWeb sponsors an electronic discussion list (ROOTS-L) and an additional resource, Books We Own (BWO). BWO is a list of resources owned or accessible to members of ROOTS-L.

Make It Special:

Offer to start persons on their way by looking up a few family names at one of the previously mentioned websites. Then show them how to look them up themselves at another session.

Market It:

Distribute flyers to senior centers, churches, and funeral homes.

Program Title: *"What Is Doppler?" Weather Forecasting Today*

Program Description:

Everyone loves to talk about the weather, and the Weather Channel is one of the most popular channels on cable networks. Many people will enjoy learning how the professionals do it, as well as learning how they can become amateur meteorologists.

Topics:

- Different ways to forecast the weather, including methods the participants could use at home.

- Information on different kinds of clouds, i.e., friendly clouds vs. threatening clouds.

- Information on weather safety.

- Missouri weather records.

- Weather folklore.

Speakers:

- A television meteorologist; they often make personal appearances before groups.

- Faculty of university, college, and high school science departments capable of lecturing on the topic of weather forecasting.

- Outreach & Extension Services of the University of Missouri: *outreach.missouri. edu/*.

Basics:

Length – 1 hour. Weather is such a popular topic you can have several programs on this subject.

Auditorium-style seating.

Preparation time – 2 hours.

Learn More About It:

Ludlum, David McWilliams. *National Audubon Society Field Guide to North American Weather*. New York: Knopf, 1997.

Make It Special:

Purchase a "weather house" and place it where patrons can consult it when they visit the library. This "low-tech" weather forecasting tool will surely evoke memories. They are available through catalog resources such as Wind and Weather (*www.windandweather.com/*) or Weather Affects (*www.weatheraffects.com/*).

Market It:

Everyone talks about the weather, so distribute this flyer widely.

FINANCES AND WELL-BEING

Program Title: *All About Nest Eggs*

Program Description:

Financial security allows people to enjoy their senior years to their fullest. Many people do not know about stocks, bonds, and annuities. This program can help them plan for a comfortable future.

Topics:

- Stocks, bonds, annuities, IRAs, mutual funds, savings accounts, insurance.

- What vehicles yield the best returns, market trends, and how to assess risks.

- When and how to hatch your nest egg with information given about the various investment opportunities.

Speakers:

- Representative of AARP.

- Stockbroker, investment banker, or financial advisor.

Basics:

Length – 1½ hours or two 1-hour programs.

Classroom-style seating, possible Internet connection, flipchart.

Preparation time – 2 hours.

Learn More About It:

AARP Investment Program: *www.aarp.scudder.com.*

AARP Money & Work – Financial Planning: *www.aarp.org/indexes/money.html*

Holzer, Bambi. *Set for Life: Financial Peace for People Over 50.* New York: John Wiley, 2000.

Make It Special:

Let the group pick some stocks and make "fantasy" purchases at the first session. Issue them a fantasy stock purchase certificate. At the second session, they can check how they did and receive a fantasy dividend or loss statement.

Market It:

Distribute flyers and announcements to banks, savings and loans, credit unions.

Program Title: *Income Tax Preparation for the Elderly*

Program Description:

No one likes to pay taxes or prepare the necessary documents to file taxes. The IRS and AARP try to aid seniors in filing their returns. The IRS trains volunteers to prepare the tax returns for individuals 60 years of age or older. The program is called the Volunteer Income Tax Assistance/Tax Counseling for the Elderly Program (VITA/TCE). This service program will be greatly appreciated.

Topics:

Persons trained to complete and file income tax returns will prepare senior citizens' returns free of charge. This is done during the months of February through April.

Speakers:

Contact AARP or the IRS, both of which use trained volunteers. IRS information can be found at *www.irs.gov/prod/taxedu/teletax.tc101.html*.

Basics:

Specific times and days are arranged with the organization, and the library schedules appointments, usually one hour long during income tax season.

You will need tables, chairs, electrical outlets, possible storage space for the tax forms. The volunteer will also need use of the telephone.

Preparation time – 2 hours, plus half hour to set up if the program room is used for other programming between sessions. Add at least five minutes for each patron you schedule.

Make It Special:

- Add a jar of candy (sugar-free and regular) to sweeten the process.
- Have coffee, tea, and ice water available for preparers and individuals waiting.

Market It:

Banks, apartment complexes, senior centers.

Program Title: *Don't Get Taken: Avoiding Frauds, Scams, and Con Artists*

Program Description:

It never hurts to err on the side of caution. Usually if something sounds too good to be true, chances are that it is. Patrons who may have lived a majority of their lives in more trusting times will be advised of the tricks criminals use to steal from unsuspecting prey.

Topics:

- How to spot a con artist.

- Avoiding various scams, including those involving telemarketing, health, home improvements, the securities industry, crooked lawyers, nursing homes, mail fraud, home equity, as well as fraud and abuse by friends and family.

- What to do if you think you are being scammed.

Speakers:

- Representatives from the Securities Division of the Secretary of State's Office. Videos and workbooks on security and investment fraud are also available. The Securities Division should be the first stop for libraries searching for speakers and information on this topic. Contact them at (573) 751-4136 or *http://www.sos.mo.gov/securities/*.

- Office of the Missouri Attorney General. Contact this office at *www.ago.state.mo/index.htm*.

- Representative of the Better Business Bureau: *www.bbb.org/bbbcomplaints/lookup.asp*. Entering your zip code will connect you with the office nearest your library.

- Law enforcement department.

- Consumer protection specialist of the Federal Trade Commission. Contact them at (877) 382-4357 to locate a speaker.

- Staff showing *Senior Alert* video.

Basics:

Length – 1 hour.

Auditorium-style seating.

Preparation time – 2 hours. Add 30 minutes if you decide to "Make It Special."

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Learn More About It:

Camille, Pamela. *Getting Older, Getting Fleeced...and How to Avoid It.* Santa Barbara: Fithian Press, 1996.

Cohen, William S. *Easy Prey: The Fleecing of America's Senior Citizens...and How to Stop It.* New York: Marlowe, 1997.

Crime: Senior Alert. 2nd ed. 20½ min. Chicago: Terra Nova Films. Videorecording.

The Federal Trade Commission, Consumer Affairs Division: *www.frc.gov/.*

Quackwatch, a Guide to Health Fraud, Quackery, and Intelligent Decisions: *www. quackwatch.com/.*

Make It Special:

- The Securities Division of the Secretary of State's Office offers a number of free publications of interest to older adults.

- The Federal Trade Commission (*www.ftc.gov/ftc/consumer.htm*) produces many topical brochures on consumer affairs. They will give up to 500 copies free of charge to organizations such as libraries. The topics are varied, and many are of interest to older adults. Download the order sheet, or compile a list of topics of interest to participants. A list of available titles and directions for ordering (click on "Instructions for ordering printed copies of our publications") is available from the commission.

Market It:

Distribute flyers and information to senior centers, banks, shopping centers, health care facilities.

Program Title: *Back to Work After Retirement*

Program Description:

Some seniors grow restless with retirement and seek to return to the workforce. Others need to return to the workforce to stretch pensions. For some, today's workplace is different from the one they left. A program which offers insight into employment and career information is useful for this group of older adults.

Topics:

- Tips on job hunting.

- Resumé preparation.

- Job possibilities.

- Information on how one might qualify for jobs through government and private sector programs.

Speakers:

- Department of Health and Senior Services representative.

- Equal Employment Opportunity Commission representative.

- AARP representative.

- Green Thumb representative.

Basics:

Length – One 1½ hour session or four 1-hour sessions.

Classroom-style seating.

Preparation time – 2 hours.

Learn More About It:

AARP Money and Work: *www.aarp.org/indexes/money.html*.

Equal Employment Opportunity Council: *www.eeoc.gov/*.

Green Thumb, Inc.: *www.greenthumb.org/*. This organization's mission is to strengthen families and communities by providing job training to older adults and disadvantaged workers:

Parmley, Mary T. *New Work Styles for Your Retirement Career*. Washington, DC: The National Council on Aging, 1997. Eighteen page pamphlet with useful tips on developing a second career—searching, rebuilding a resume, job-hunting, and interviewing.

Make It Special:

- In collaboration with your partners, host a mini job fair for older adults.

- Photocopy participants' resumés.

Market It:

Distribute flyers and information to senior centers, apartment complexes, shopping centers.

Program Title: *Cooking Healthy for One or Two*

Program Description:

Many senior citizens need to rethink the amount of food they prepare after their families have left home, as well as change the way they prepare meals. This program will offer ideas on "how to do it."

Topics:

- How to shop for one or two.

- Safely storing leftover food to avoid waste.

- Foods to prepare which store well.

- Ways to trim personal recipes to produce lesser amounts of food.

- Ways to trim fat and cholesterol from personal recipes.

Speakers:

- Nutritionist from the County Extension Service.

- Hospital or school nutritionist.

- Home economics teacher from your local school district.

- Staff nutritionist employed by grocery store chains to deliver programs such as this.

Basics:

Length – 1½ hours

Classroom-style seating. Note: A professional nutritionist will usually bring his or her own cooking equipment. Be sure there are appropriate electrical outlets, tables, and other required items available. Be sure electrical cords are secure.

Preparation time – 2½ hours.

Make It Special:

- Each participant can be encouraged to bring a favorite "trimmed down" recipe to the library for inclusion in a booklet compiled by the library. These booklets may be offered for sale to the general public to recover costs.

- Distribute samples of the food prepared.

Market It:

Distribute flyers and information to grocery stores, appliance stores. Ask utilities to promote this program when they send out monthly bills.

Program Title: *55 and Alive*

Program Description:

Driving helps people stay independent. However, as people age, some of their senses change or they may begin to take medications with side-effects that affect their driving. This program offers tips on how to retain driving skills as people age. There are no tests. Upon successfully completing the course, the graduates may be eligible to receive a state-mandated multi-year discount on their auto insurance premiums.

Topics:

- Refining existing skills and developing safe, defensive driving techniques.

- Vision, hearing, and reaction changes as they relate to driving.

- Effects of medication on driving skills.

- Left turns and other right-of-way situations.

- New laws and how they affect senior drivers.

- Tips for hazardous driving conditions.

Speakers:

The eight-hour course consists of two four-hour sessions each offered by trained volunteers of the American Association of Retired Persons (AARP). Contact them at 55alive@aarp.org.

Basics:

Length – Two 4-hour sessions.

Classroom-style seating.

Note: There is a $10 fee to cover the cost of materials for each participant. Seek to partner with an associate such as an insurance agency, car dealership, or service station to enable the program to be offered without cost to participants.

Learn More About It:

Visit the AARP website at *www.aarp.org/55alive/about.html*.

Make It Special:

If the budget allows, have key rings made with the library logo on them and present participants with a new key ring.

Market It:

Distribute flyers and information to auto clubs, car dealers, insurance agencies, service stations.

Program Title: *First Aid and CPR*

Program Description:

Quick reactions to medical emergencies can save lives. It is important for everyone to learn lifesaving techniques. This program will add potential lifesavers to the community.

Topics:

- How to safely treat injuries such as burns, cuts, scrapes, choking, broken bones.

- Recognizing symptoms which indicate serious illnesses, such as a heart attack.

- How to render CPR.

Speakers:

- Representative of the American Red Cross.

- Local paramedics or staff of the local law enforcement department.

- Emergency room or urgent care staff member.

- Staff of the American Heart Association. Note: Persons completing the American Heart Association course receive cards certifying them as Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care Providers.

Basics:

This is a two-session program. One session (1½ hours) encompasses first-aid procedures; the second session lasts 2½ hours or longer to insure each participant gets a chance to practice.

Auditorium-style seating, allowing enough space for demonstrations.

Preparation time – 2 hours per session, as two different contacts will have to be made, one for first aid and the American Heart Association for CPR.

Learn More About It:

First Aid and CPR. 3rd ed. Sudbury, MA: Jones and Bartlett Publishers, 1999. Videorecording.

In a Split Second: The Emergency Action Video. Itasca, IL: National Safety Council, 1995. Distributed by Goldhill Video. Videorecording.

Make It Special:

Snap a picture of participants receiving their cards, designating them as American Heart Association "Cardiopulmonary Resuscitation and Emergency Providers." Get two prints, one for the patron, one for the library's bulletin board or scrapbook.

Market It:

Distribute flyers and information to senior centers, doctors' offices, health care centers, emergency and urgent care units.

Program Title: *Good Health for Seniors*

Program Description:

Growing older successfully requires the maintenance of body and mind. This series of programs will offer tips on how to take care of both the physical and psychological changes of aging.

Topics:

- Lifestyle and health.

- Growing old successfully.

- Exercise and relaxation.

- Nutrition.

- Arthritis.

- Foot care.

- Other topics of interest in your surrounding community.

Speakers:

- Staff of the local health department, Academy of Medicine, or hospital.

- Visiting Nurses Association.

- Staff of the Outreach & County Extension division of the University of Missouri at *outreach.missouri.edu*.

Basics:

Length – Four to five 1-hour sessions.

Auditorium-style seating.

Preparation time – 2 hours, plus 30 minutes for each session.

Learn More About It:

Best Doctors: *www.bestdoctors.com*. Offers advice from the experts on a variety of ailments.

Dollemore, Doug, and the editors of *Prevention. Seniors Guide to Pain-Free Living, All Natural Drug-Free Relief for Everything that Hurts*. Emmaus, PA: Rodale, 2000.

Inlander, Charles B. and Christine Kuehn Kelly. *100 Ways to Live to 100*. New York: Walker, 1999.

Make It Special:

- Healthy snacks as refreshments.

- Blood pressure checks, diabetes and glaucoma screenings hosted by the library.

Market It:

Distribute flyers and information to supermarkets, doctors' offices, clinics, senior centers.

Program Title: *Don't Forget! Learning How to Remember*

Program Description:

The brain can be compared to a muscle, which, when exercised, can be forced to perform more efficiently, but there are limits. Thus, it helps to learn methods, tricks, and procedures to strengthen memory.

Topics:

- Current learning theories and how they may be applied to increase learning and retention.

- Information on the techniques and skills for organizing thoughts, communication, learning, and remembering.

- Tricks which can be used to aid the memory processes.

Speakers:

- Local mental health professional.

- Psychology professor from a local college.

Basics:

Length – 1 hour.

Auditorium-style seating.

Preparation time – 2 hours.

Learn More About It:

Crook, Thomas. *The Memory Cure: The Safe, Scientifically Proven Breakthrough that Can Slow, Halt, or Even Reverse Age-related Memory Loss*. New York: Pocket Books, 1998.

Lapp, Danielle. *Don't Forget! Easy Exercises for a Better Memory*. Reading, MA: Addison Wesley, 1995.

_____. *Maximizing Your Memory Power*. Hauppage, NY: Barrons Educational Series, 1998.

Make It Special:

If funds permit, present each participant with a memory aid, a note pad with the library's name, address, phone number, and service hours imprinted on it.

Market It:

Senior centers, doctors' and dentists' offices, shopping centers, places where appointments are made.

Program Title: *Long-Term Care*

Program Description:

While no one likes to think about placing a loved one in a long-term care facility, sometimes it is unavoidable. A presentation on what to expect and things to be aware of will help ease this transition. It also helps individuals to know that there are others in attendance facing similar decisions.

Topics:

- Problems associated with long-term health care.

- Objective solutions that work.

- Long-term care financing.

- Long-term care insurance.

Speakers:

- Representative of AARP.

- Representative of the Area Agency on Aging (AAA).

- Representative from the State of Missouri's Long-Term Care Ombudsman program (800) 309-3282.

Basics:

Length – 1 hour.

Auditorium-style seating.

Preparation time – 2 hours.

Learn More About It:

Davis, Ruth. *The Nursing Home Handbook: A Guide to Living Well*. Holbrook, MA: Adams Media, 1999.

Shelton, Phyllis R. *Long-Term Care Planning Guide: The Consumer Resource for Long-Term Care Financing*. Nashville, TN: Shelton Marketing Services, 1998.

Make It Special:

Library representative can distribute a list of the long-term care facilities with which they partner by providing programming or reading materials for residents. This will assure patrons library service will not have to end.

Market It:

Distribute information to assisted living facilities, doctors' offices, clinics, senior centers.

Program Title: *Household and Personal Safety*

Program Description:

Statisticians point out that most accidents occur in the home and most fires or chemical hazards could be avoided by practicing good safety habits. This program reminds participants about good safety practices.

Topics:

- Identifying security problems inside and outside the home.

- Identifying safety and health hazards such as old paint cans, shellac, etc.

- How to ask for identification before letting unknown persons into the house.

- The importance of smoke and carbon monoxide detectors.

- How to establish an exit route in case evacuation is necessary.

Speakers:

- Local police, fire, or sheriff's department spokespersons.

- Local martial arts studio staff offering general tips on self-defense for everyone.

- Representative from AARP.

- Department of Health and Senior Services representative.

- Representative from the Outreach & Extension division of the University of Missouri.

- Library staff showing video, *Crime: Senior Alert.*

Basics:

Length – 1½ hours; add an hour if staff is showing a video.

Auditorium-style seating.

Preparation time – 2 hours.

Learn More About It:

Crime: Senior Alert. 2nd ed. 20½ min. Chicago: Terra Nova Films. Videorecording.

Harteau, Janee and Holly Keegel. *A Senior's Guide to Personal Safety.* Minneapolis: Fairview Press, 1999.

Make It Special:

Encourage partners such as the fire department, police department, and local service groups such as the Lions, Moose, or Kiwanis to donate carbon monoxide and smoke detectors for participants who do not have them and replacement batteries for those who do.

Market It:

Distribute flyers and information to senior centers, apartment complexes, churches.

Program Title: *Parenting Your Parent*

Program Description:

As people live longer, "younger" older adults are caring for "older" older adults. Very often, they are still taking care of their children or grandchildren. This program is designed to help the "Sandwich Generation" cope. It gives participants the opportunity to share their concerns and possibly find kindred spirits among the group.

Topics:

- Characteristics and problems of older people including the emotional and psychological aspects of parenting.

- The legal aspects of parenting, guardianships, etc.

- Information on nutrition sites, assisted living, nursing homes.

- Long-term care insurance.

- Medicare regulations, i.e., what Medicare will and will not pay for.

Speakers:

- Staff from the Area Agency on Aging (AAA).

- Local Department of Health and Senior Services representatives.

- Mental health care professionals from the local hospitals.

Basics:

Length – Two 1½ hour sessions.

Auditorium-style seating.

Preparation time – 2 hours, plus half hour for second session.

Learn More About It:

University Extension has good information on this subject. Find it at *www.muextension.missouri.edu/xplor/hesguide/humanrel/gh6657.htm*.

Contact the local AAA representative. Both the Department of Health and Senior Services and AAA offices have numerous pamphlets and resources regarding this topic.

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Make It Special:

- Offer participants lists of websites and books which will help them learn more about their parents. The agencies above offer several resources.

- Order and distribute the Federal Trade Commission's "Aging Parents and Adult Children Together." Available free at *www.ftc.gov* or (202) 326-2572.

- Secure copies of the *Missouri Guide for Seniors* for each participant. It is available online at *www.dss.mo.gov/da/guide/message.htm*.

Market It:

Distribute flyers to shopping centers, pharmacies, clinics, doctors' offices, as many places of employment as possible, schools.

Program Title: *Pre-Retirement Seminar*

Program Description:

Planning for retirement is an important action, which many people put off until they are actually ready for retirement. This program will explain why one should examine his or her financial future while there still is a future.

Topics:

- Social Security and Medicare, state retirement expectations.

- Available community resources for senior citizens.

- Volunteer opportunities for seniors.

- Continuing education opportunities for seniors.

Speakers:

- Representatives from the Social Security Administration, state retirement organization.

- Representative of RSVP to speak about volunteer work.

- Diverse group of retired people who could speak about their retirement.

- Representative from the Missouri Department of Health and Senior Services.

- Local university representative.

Basics:

Since this program is geared toward working people, it is best held as a 3-hour session on a Saturday or over a series of two 1½ hour evening programs.

Classroom-style seating.

Preparation time – 3 hours.

Learn More About It:

Administration on Aging. Retirement and Financial Planning Resources Online: *www.aoa.dhhs.gov/retirement/*.

Hoffman, Ellen. *The Retirement Catch-Up Guide: 54 Real-Life Lessons to Boost Your Retirement Resources Now!* New York: Newmarket Press, 2000.

Schrader, Constance. *1001 Things Everyone Over 55 Should Know*. New York: Doubleday, 1999.

Smith, Mary Helen and Shuford Smith. *The Retirement Sourcebook*. Lincolnwood, IL: Lowell House, 1999.

Make It Special:

Distribute travel brochures, college catalogs, hobby guides.

Market It:

Send flyers to banks, savings and loan agencies, office complexes, factories, other businesses.

Program Title: *Protect Your Estate With a Will or Trust*

Program Description:

Many people live easier knowing their passing will not place a financial burden upon their survivors. This program can explain to people how to proceed in executing a will or trust.

Topics:

- Wills, trusts, living wills, and living trusts.

- Laws affecting wills and trusts.

- Recommendations for when to use a will and when to use a trust.

Speakers:

- Attorney who specializes in estate planning or elder issues. Contact the National Academy of Elder Law Attorneys (NAELA): *www.naela.com/*.

- Representative of the Missouri Bar: *www.mobar.org*.

Basics:

Length – 1½ hours.

Classroom-style seating.

Preparation time – 2 hours.

Learn More About It:

Bove, Alexander. *Complete Book of Wills, Estates & Trusts*. New York: Holt, 2000.

Make It Special:

Distribute copies of the "Probate Law Resource Guide," available from the Missouri Bar: *www.mobar.org/pamphlet/broindex.htm*. The guide includes information about wills, trusts, durable powers of attorney, and more.

Market It:

Distribute flyers at banks, shopping centers, churches, law offices.

Program Title: *Stamp Out Stress (SOS)*

Program Description:

Life changes are not always easy to handle. Many people feel overwhelmed by illness or their living arrangement. This program is designed to help persons alleviate stress.

Topics:

- Advice on stress management.

- Exercises, meditations which reduce stress.

- Biofeedback and relaxation techniques which reduce stress.

- Behavior modification.

Speakers:

- Mental health practitioner who specializes in aging.

- Social service staff of local hospital.

- Staff from Area Agency on Aging.

- County extension staff.

Basics:

Length – 1½ hours.

Auditorium-style seating. Note: Leave extra room between rows so participants can practice relaxation exercises.

Preparation time – 2 hours.

Learn More About It:

Copeland, Mary Ellen. *The Worry Control Workbook*. Oakland, CA: New Harbinger Publications, 1998.

O'Malley, Patricia. *Stress Relaxation*. Calumet City, IL: OHP, 1998. Audiocassette.

Make It Special:

- Play new age music as patrons enter the room.

- Ask a local hospital, pharmacy or insurance agency to donate "stress balls" for all participants.

Market It:

Distribute flyers to clinics, doctors' offices, shopping centers, senior centers.

Program Title: *Your Police/Sheriff's Department—How It Works*

Program Description:

The police department offers the community protection every day. Yet, the police department is often known only through the eyes of television producers. This program is a chance for people to learn what really happens behind the scenes in the peacekeeping domain.

Topics:

- How the police department can help senior citizens.

- How senior citizens can help the police.

- How the police department works.

- Starting a neighborhood or block watch.

- In a larger community, specialized police operations, such as the homicide division, and such activities as criminal profiling, DNA, and voice profiling.

- Members of the K-9 patrol relating what it's like to have a furry partner.

Speakers:

- Staff of your local law enforcement agency, possibly bringing their police dogs.

Basics:

Length – 1 hour.

Auditorium-style seating. If the officer is willing to display a squad car, cordon off a section of the parking lot, which will allow patrons to walk safely to the car.

Preparation time – 2 hours.

Make It Special:

Take pictures of participants "interfacing" with the law. Some seniors would love to tease their grandchildren with the picture.

Market It:

Distribute flyers to senior centers, doctors' offices, banks. This is a good intergenerational program, so market it to schools, as well.

Program Title: *This Road Runs Through It: A History of Route 66*

Program Description:

Route 66 has been immortalized in song more than any other road in U.S. history. The road was spawned by the demands of a rapidly changing America. Rather than follow a traditionally linear course, its diagonal course linked hundreds of rural communities in Illinois, Missouri, and Kansas to Chicago. This program will help residents remember the importance of a road many take for granted.

Topics:

- History and popularity of the road.

- Preservation efforts.

- Nostalgic Route 66.

- Journey down Route 66 in Missouri. Travel guide found at *www.24.0.127.109/ missouri.html.*

Speakers:

- Local member of the Route 66 Association of Missouri, P.O. Box 8117, St. Louis, MO 63156. (314) 982-5500. Jim Powell, President.

- Local contact of the National Historic Route 66 Federation: *www.national 66.com/.*

- College or high school instructor.

- Staff showing a Route 66 video.

Basics:

Length – 1 to 1½ hours.

Auditorium-style seating.

Preparation time – 2 hours. If library staff will be showing a movie, add one hour.

Note: This could develop into a series.

Learn More About It:

A Journey Down Route 66. Rockford, TN: Entertainment Group. Videorecording. (*www.theentertainmentgroup.com/index.html*)

The National Historic Route 66 Federation: *www.national66.com/*.

Songs of Route 66: Music of the All-American Highway. Austin, TX: Lazy S.O.B. Recordings. Compact disc. (*www.lazysob.com/*)

Spirit of 66. Lawrence, KS: Hyphenate Productions. Videorecording. (*home.earthlink. net/~hyphenate/*)

Make It Special:

- Purchase reproductions of Route 66 postcards for participants to fill out after the program and mail to friends. They are available from the National Route 66 website.

- Purchase a Route 66 map and place it in an accessible location, which will allow participants to see how many of the miles they have traveled.

- Play selections from *Songs of Route 66* (above), as participants enter the meeting room.

Market It:

Distribute flyers to auto clubs, auto dealerships, shopping centers, businesses on the part of Route 66 near the library.

Program Title: *The Harlem Renaissance*

Program Description:

Although the Harlem Renaissance (1920's-1930's) originated in New York City, the movement was a factor in the cultural liberation of all African-Americans. Although the Renaissance was not a school, nor the writers associated with a common purpose, they had a common bond: they dealt with life from an African-American perspective. Many of these writers are favorites with older African-Americans. A program featuring writers of this movement is sure to draw upon memories of another time.

Topics:

- Women of the Harlem Renaissance (i.e., Gwendolyn B. Bennett, Countee Cullen, Zora Neale Hurston, etc.).

- Men of the Harlem Renaissance (i.e., Langston Hughes, James Weldon Johnson, Claude McKay, etc.)

- The art and music of the Harlem Renaissance.

Speakers:

- College or high school literature, art, music, or African-American studies teacher.

- Library staff playing recordings of poets reading their poems or showing a video on the Harlem Renaissance.

- Local theater group reading poetry of the Harlem Renaissance.

Basics:

Length – 1 hour.

Auditorium-style seating.

Preparation time – 2 hours. Add two hours if library staff needs to locate recordings. This could be a multi-part program.

Learn More About It:

Against the Odds: The Artists of the Harlem Renaissance. Trenton, NJ: New Jersey Network, 1994. Videorecording. Available from PBS Video (*www.shop.pbs.org/*).

Bascom, Lionel. *A Renaissance in Harlem: Lost Voices of an American Community*. New York: Bard Books, 1999.

The Harlem Renaissance: *www.usc.edu/isd/archives/ethnicstudies/harlem.html*.

Harlem 1900–1940: An African-American Community: *www.si.umich.edu/CHICO/Harlem/*.

Make It Special:

Make copies, in accessible media, of some of the poems for a "read along." For copyright reasons, the copies of the poems that were reproduced should be collected and destroyed after use.

Market It:

Distribute flyers and information to senior centers, apartment complexes, churches, social clubs.

Program Title: *The Mississippi: River of Song*

Program Description:

The Mississippi River runs through the heartland of the country. On its journey it passes along Missouri and picks up the flavor of the residents living on its banks. There is a PBS product which can easily be turned into an entertaining and informative program for older adults.

Topics:

- St. Louis blues.

- Missouri, the northern end of southern musical culture.

- French influences on the musical culture of the Mississippi River.

- Additional suggestions offered by the teacher's guide.

Speakers:

- Local historical society member.

- College or high school music instructor.

- Private music instructor.

- A local blues musician or choir performing regional selections.

- Library staff using video and music from the PBS special. A teacher's discussion guide can be found at *www.pbs.org/riverofsong/teachers.*

Basics:

Length – Four 1½ hour sessions.

Auditorium-style seating (leave extra space in case people want to move to the music). Video equipment, good acoustics.

Preparation time – 2 hours, plus 30 minutes for each additional session.

Note: The segment on Missouri can stand alone as an individual program.

Learn More About It:

PBS's package includes: 4 videotapes, 2 music CD's, and companion book (*www.pbs.org/riverofsong/store/*)

Make It Special:

Make copies in accessible media of some of the songs which are in the public domain, and let participants sing along.

Market It:

Distribute flyers to senior centers, shopping centers, apartment complexes, churches.

Program Title: *Lindbergh and the Spirit of St. Louis*

Program Description:

It was a 33½ hour flight, but Charles Lindbergh and the Spirit of St. Louis landed safely at Le Bourget Field in Paris on May 20, 1927. Instantly, Charles Lindbergh became a hero and the world a lot smaller. Patrons will enjoy remembering or learning about "Lucky Lindy" and his "silver" bird, the "Spirit of St. Louis."

Topics:

- Lindbergh the aviator.

- Lindbergh the man.

- The Spirit of St. Louis.

- Topics found in the teacher's guide at *www.pbs.org/wgbh/amex/lindbergh/ tguide/*.

Speakers:

College or high school history teacher.

Library staff using PBS materials found at *www.pbs.org/wgbh/amex/lindbergh*.

Basics:

Length – 1½ hours.

Auditorium-style seating. Should you decide to "Make It Special" you will need an Internet connection.

Preparation time – 2 hours; however, if library staff is presenting with videos, add one extra hour to go through study guide.

Learn More About It:

Denenberg, Barry. *An American Hero: The True Story of Charles A. Lindbergh*. New York: Scholastic, 1998.

Make It Special:

- Use the interactive program on the PBS Lindbergh website to follow Lindbergh's Atlantic crossing.

- Locate a scale model of the Spirit of St. Louis for a visual prop. The actual plane was only 9 feet, 8 inches high, and had a wingspan of 46 feet.

Market It:

Senior centers, VFW clubs, Moose lodges, service stations, shopping centers.

Program Title: *George Washington Carver*

Program Description:

George Washington Carver was one of the greatest inventors in the history of the United States. Celebrate his birth, life, and accomplishments with this program.

Topics:

- Life and inventions of George Washington Carver.

Speakers:

- This is an easy program for library staff, as the George Washington Carver National Monument has a film library and traveling trunk exhibit. Contact them at *www.nps.gov/gwca.*

- College and high school history teachers, or teachers whose specialty is African-American Studies can add insight to the trunk presentation.

Basics:

Length – 1 hour.

Auditorium-style seating.

Preparation time – 2½ hours; add one hour if you are going to "Make It Special."

Learn More About It:

George Washington Carver National Monument: *www.nps.gov/gwca.*

Kremer, Gary. *George Washington Carver in His Own Words.* Springfield, MO: University of Missouri Press, 1991.

Make It Special:

- Make a listing of all the items that Carver invented.

- George Washington Carver's birthday is unknown, but consider holding the program near "Carver Days" (celebrated in July in the Joplin area) and make the day you choose an honorary birthday. Have cake and candles and sing "Happy Birthday."

- Hold the event during African-American History month (February), or National Inventors' month (August).

Market It:

Senior centers, churches, cultural centers. Since young people enjoy learning about inventors, this would make a good intergenerational program, so market it to schools as well.

Program Title: *Native Americans and Archaeology of Missouri*

Program Description:

Before settlers ventured through the Ozarks, Native Americans farmed and hunted in the lands now designated as Missouri. A program on the culture of Native Missourians offers insight into the state's history.

Topics:

- Native Missourians.

- Arts and crafts of Missouri tribes.

Speakers:

- Carol Diaz-Grandos, Chair, Anthropology Department, coordinator of the Society for American Archaeology. Contact her at cdiazgra@artsci.wustl.edu for a speaker referral.

- Cal Rea and or Brant Vollman, archaeologists, Historic Preservation Program, NRReaC@mail.dnr.state.mo.us.

- College or high school history, anthropology, archaeology teachers.

Basics:

Length – 1½ hours.

Auditorium-style seating.

Preparation time – 1½ hours.

Learn More About It:

500 Nations – Missouri Native Americans: *www.500nations.com/missouri_native_americans.asp*.

The Native American Cultural Society: *www.negia.net/~linda/NACSbooks.html*.

Northern Cherokee Nation of Missouri and Arkansas: *www.cstp.umkc.edu/personal/agriggs/home.html*.

Make It Special:

Display artifacts from the Native Missouri tribes, archaeological treasures.

Market It:

Distribute flyers to senior centers, social clubs. This program will attract an intergenerational crowd, so market it to schools as well.

PURE ENTERTAINMENT

Program Title: *Music To Our Ears: Barbershop Quartets*

Program Description:

Barbershop quartets are alive and singing throughout the state of Missouri. There are eleven chapters of barbershop quartets, whose members are willing to perform for free. There is also a similar organization for women called the Sweet Adelines.

Topics:

- History of Barbershop Quartets and the Sweet Adelines.

- Medley of music.

Speakers:

- Locate a chapter near you by logging on to the barbershop quartet homepage at: *www.padrino.org/csd/info/chapters* or *http://csd.spebsqsa.org/*.

- Locate a chapter of the Sweet Adelines by logging on to their website at *www.sweetadelineintl.org/chaptersinfo/*.

Basics:

Length – 1½ hours.

Auditorium-style seating. Be sure there are good acoustics in the room you are using and ask speakers what audio equipment they will need.

Preparation time – 2 hours.

Make It Special:

Be sure that some of the songs are sing-a-longs by providing the words to several selections. If this is a summertime program, pink lemonade would be a perfect refreshment.

Market It:

Distribute flyers to senior centers, shopping centers, apartment complexes.

Program Title: *Get Ready to Swing to the Big Band Sound*

Program Description:

This is an opportunity to take a trip down memory lane to review the great bands from the 1930's to 1940's. With the current revival of swing music this could become a fine intergenerational program.

Topics:

- Feature bands such as Glenn Miller, Benny Goodman, Artie Shaw, Woody Herman, Tommy and Jimmy Dorsey, Duke Ellington, and Harry James.

- Demonstrate characteristics of music of the time.

- Feature Big Band singers such as Patti Page, Ella Fitzgerald, or Frank Sinatra.

Speakers:

- Music teachers from local high schools or colleges.

- Private music instructors, with a love for this type of music.

- Patron who may have been in a big band.

- Library staff member using video and CD's.

Basics:

Length – 1½ hours.

Auditorium-style seating, but with space for dancing, good acoustics, audio equipment. Assign someone to operate audio equipment.

Preparation time – 2 hours. Add two hours preparation time if staff presenting.

Learn More About It:

1945 New Year's Radio Dancing Party Recorded Live on Dec. 31, 1945. Mt. Airy, MD: ElderSong Publications. Compact disc. (*www.eldersong.com*)

Grudens, Richard. *Jukebox Saturday Night: More Memories of the Big Band Era and Beyond*. Stony Brook, NY: Celebrity Profiles Publishing, 1999.

Past Perfect: *www.pastperfect.com* (music of the 1920's through 40's).

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Make It Special:

- If dancing is feasible and audience participation is desirable, dance livens up the program.

- Invite high-school music students to attend so they can witness where swing groups of their generation (Big Bad Voodoo Daddy, Royal Crown Revue) got their inspiration.

Market It:

Distribute flyers and information to senior centers, high school music classes, music studios. This could be a great intergenerational program. Be sure that swing music from both generations is represented.

Program Title: *Tell Me a Story: Grandparents' Workshop on Reading to Children*

Program Description:

We live in a highly technical society; it is important to be sure the simple pleasure of generations bonding through books is preserved. This program encourages the process.

Topics:

- Basic training in storytelling and story reading.

- Easy fingerplays for grandparents to use with their grandchildren.

- Guidelines for choosing age-appropriate materials with recommendations of suitable books from the collection.

Speakers:

- Children's librarian.

- Family learning center specialist.

Basics:

Length – 1½ hours.

Circle seating.

Preparation time – 1 hour.

Learn More About It:

Best Books for Children: Preschool through Grade 6. 6th ed. New Providence, NJ: Bowker, 1998.

Cooper, Kay. *Too Many Rabbits and Other Fingerplays about Animals, Nature, Weather, and the Universe*. New York: Scholastic, 1995.

Freeman, Judy. *Books Kids Will Sit Still For*. New York: Bowker, 1990.

Missouri Building Block Picture Book Award winners and nominees: *thelibrary.spring field.missouri.org/about/booklist/bl-block.htm*.

Make It Special:

- Include a tour of the children's department.

- Make sure participants know when storytime programs are held at your library.

- Chose an audience member in advance to participate in the reading of a story.

- Prepare and distribute an annotated bibliography of books from the collection.

- Compile and distribute a small booklet of copyright-free fingerplays and piggy-back songs.

Market It:

Churches, day care centers, senior centers, apartment complexes.

Program Title: *There's No Place Like Home: Missouri Travel*

Program Description:

There are plenty of attractions in the "Show Me" state, many of which make for good day or overnight trips. Sometimes a reminder is needed that "there's no place like home."

Speakers:

- Local Chamber of Commerce.

- Representatives from a national historic site.

- Representatives from the Department of Conservation: *www.conservation.state.mo.us/areas/natareas/*.

- Department of National Resources: *www.mostateparks.com/*.

- Historian from a local college.

- Senior traveler. Contact your local AAA or AARP chapter for a suggestion.

Basics:

Length – 1½ hours.

Auditorium-style seating. Audio-visual equipment may be requested by the presenter.

Preparation time – 2 hours.

Learn More About It:

Delano, Patti. *Missouri: Off the Beaten Path*. Old Saybrook, CT: Globe Pequot Press, 1998.

Missouri Department of Conservation: *www.conservation.state.mo.us/areas/index.shtml*.

Missouri Division of Tourism: *www.missouritourism.org*.

Make It Special:

Provide participants with Missouri tourism packets, available from Missouri Division of Tourism. Each packet includes a calendar of events, a Missouri map, and a tourism guide. If available, Tourism will also provide you with a plastic "Missouri" pin for each participant. Call (573) 751-4133 or e-mail tourism@mail.state.mo.us.

Market It:

Distribute flyers and information to auto clubs, gas stations, senior centers, social clubs, churches.

Program Title: *When Radio Was Good - Old Time Radio Programs*

Program Description:

Today's radio bears little resemblance to the radio seniors grew up with. Particularly missed are the radio serials, which seniors used to tune to weekly. Old time radio is alive and well on the Internet, and this program on old time radio is sure to stir pleasant and exciting memories.

Topics:

- An overview of the detective shows.

- An overview of comedy shows.

- An overview of variety shows.

- An overview of the westerns.

- An overview of adventure shows.

- An overview of science fiction shows.

Speakers:

- Retired radio personality; check your local radio station affiliates.

- Old-time radio buff.

- Local college professor who is in the performing arts.

- Library staff using tapes, or Internet site downloads.

Basics:

Length – 1½ hours. This topic could be held over a four to six week period to cover each topic separately.

Auditorium-style seating. Audio equipment will be needed. If using the broadcasts found on the Internet, it is suggested that they be downloaded prior to the program. You will need MP3 audio equipment to use this feature.

Preparation time – 2 hours; however if the library staff is facilitating and downloading serials, plan on three hours for each session.

Learn More About It:

Buxton, Frank, and Bill Owen. *The Big Broadcast 1920-1950*. Lanham, MD: Scarecrow Press, 1997.

L.O.F. Communications has complete listings of most radio episodes: *www.lofcom.com/nostalgia/*.

Old Time Radio Shows: *www.freeweb.pdq.net/eyey/audio.html*.

Yesterday U.S.A. plays old-time radio shows and music: *yesterdayusa.com*.

Make It Special:

- Play theme music of the popular shows as the participants enter the room.

- Conduct a "radio show" quiz show. Ask participants to identify radio themes and match characters to the shows on which they appeared.

Market It:

Distribute flyers and information to senior centers and appliance stores which sell radios. Ask your local public radio station to advertise the programs.

Program Title: *Read Aloud Program for Seniors*

Program Description:

The sound of a human voice reading aloud can be quite stimulating. A read aloud program is easy to start, as the materials and speaker are part of your resources.

Topics:

- Poetry, myths, fables.

- Short fiction.

- Essays.

- Biographical sketches.

- Audience requests.

Speakers:

- Staff librarian or volunteer who likes to read aloud.

- Local television or radio personality.

- Member of a local theater group.

Basics:

Length - multiple sessions of 1 hour each.

Circle seating. Note: The material should be upbeat and not too juvenile. Each reading should have an introduction and, where possible, the actual material should be on display. The presenter should make eye contact and speak slowly and clearly.

Preparation time – 4 hours if library staff is doing the reading.

Learn More About It:

Banks, Carolyn and Janis Rizzo. *A Loving Voice: A Caregiver's Book of Read-Aloud Stories for the Elderly*. Philadelphia: The Charles Press, 1994.

Bloom, Harold, ed. *Best of the Best American Poetry, 1988-1997*. New York: Scribner, 1998.

Gardner, Martin. *Famous Poems from Bygone Days*. New York: Dover, 1995.

Ward, Jerry W., Jr., ed. *Trouble the Water: 250 Years of African-American Poetry*. New York: Penguin, 1997.

Make It Special:

- Distribute copies of the poems in the public domain in an accessible format.

- Invite participants to make requests for future sessions. Note participants' names and phone numbers and notify them when their requests will be read.

Market It:

Distribute flyers to churches, day care centers, senior centers, apartment complexes. This program is great to take on the road to nursing homes.

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⟳ Program Title: *Take Me Out to the Ballgame*

Program Description:

With two baseball professional teams and two professional football teams in the state, someone is always talking about the ballgame. This program could be used to evoke old memories of baseball and football players of the past and present.

Topics:

- Nostalgic look at some of the game's most exciting moments and colorful characters.

- A historical or current look at any of the St. Louis or the Kansas City ball teams.

Speakers:

- Representative of the St. Louis Cardinals' Hall of Fame.

- Representative of the St. Louis Cardinals, St. Louis Rams, Kansas City Chiefs, or the Kansas City Royals organization.

- A sports writer from a local newspaper.

- Local sports announcer from radio or television station.

- Speaker from the Bob Broeg (local Missouri chapter) Chapter of the Society for American Baseball Research: *www.sabr.org/reg/stlouis/*.

- Library staff using videos.

Basics:

Length – 1½ hours.

Auditorium-style seating.

Preparation time – 2 hours, unless library staff is using videos, then add one and one-half hours to prepare.

Learn More About It:

Baseball's Greatest Memories, Myths, and Legends. Mt. Airy, MD: ElderSong Publications. Videorecording. (*www.eldersong.com/*)

Play Ball. Cleveland, OH: Telarc, 1998. Compact disc.

Missouri's baseball and football teams:

www.stlcardinals.com/

www.kcroyals.com/

www.stlouisrams.com/

www.kcchiefs.com/

Make It Special:

- Encourage participants to come dressed in baseball or football paraphernalia — caps and T-shirts.

- Serve ballpark-type refreshments, such as popcorn or Crackerjacks and cold soda.

- Hold your baseball program in January and football program in June, when die-hard fans may be missing the game the most.

Market It:

This is a great intergenerational theme. Distribute flyers to schools, especially the athletic department, VFW chapters, sporting good stores, department stores which sell athletic equipment. Ask your local sports show to announce the event.

REMEMBERING OTHER TIMES

Program Title: *We Survived the Great Depression*

Program Description:

The Great Depression was a time of hardship and struggle, but also a time of sharing and caring. The Depression forever changed the way many people lived. Although the Depression was a time of struggle, older adults do not mind revisiting the time and sharing memories.

Topics:

- Causes of the Great Depression.

- How people coped.

Speakers:

- College or high school American history instructors.

- Spokesperson from local historical society.

- Staff person using PBS video.

- Staff facilitator to lead participants in a discussion of the Depression.

Basics:

Length – 1½ hours. If using the PBS series, this could become a continuing program of seven 1-hour sessions.

Auditorium-style seating.

Preparation time – 2 hours; however if using the video set, three hours planning, plus one hour per session.

Learn More About It:

Beno, Mike, ed. *When the Banks Closed, We Opened Our Hearts: Hundreds of Personal Memories and Photos of the Great Depression, from Readers Who Recall the Days When Families Drew Closer and Refused to Let Tough Times Defeat Them.* Greendale, WA: R.J. Reiman, 1999.

The Great Depression. Alexandria, VA: PBS Video, 1993. Videorecording.

History in Focus, 1930-1939. Evanston, IL: AGC Educational Media, 1998. Videorecording.

Make It Special:

- Serve eggless, butterless cakes typical of those made during the Depression. Recipes are found in *When the Banks Closed, We Opened Our Hearts*, or other sources.

- Encourage patrons to bring items which they saved as keepsakes.

- If using the video series, the leader asks questions such as, "Where were you in 1932?" "How was your family affected?" "What did you eat?" "What were your favorite movie stars, movies, and radio shows?"

Market It:

Distribute flyers to churches, day care centers, senior centers, apartment complexes and schools. Ask high school history teachers if they will give extra credit to students attending the program.

Program Title: *World War II—Life on the Homefront*

Program Description:

World War II is often called the most "noble war" in American history. It was a war which saw young men and women from all walks of life enter the military. Although part of the older senior population, many men and women remember these days with pride.

Topics:

- Missouri's contribution to World War II, lives given, heroics.

- How people coped at home, i.e., shortages, worry.

- The European theater.

- The Pacific theater.

Speakers:

- College or high school history teacher.

- World War II history buff.

- Local historical museum spokesperson.

- Military personnel. Contact through The Retired Officers Association: *www.troa.org/*.

- Library staff using videos.

- Staff facilitator to lead participants in a discussion of the war.

Basics:

Length – 1½ hours. If using the PBS videos, this would be a series of five sessions.

Auditorium-style seating. Audio-visual equipment if using PBS or other videos.

Preparation time – 2 hours; however, if the librarian is using videos, add one hour planning for each session.

Learn More About It:

Decade of Triumph: The 40's. Alexandria, VA: Time-Life Books, 1999.

America Goes to War: The Home Front, World War II. Alexandria, VA: PBS Video, 1998. Videorecording.

Make It Special:

- Turn back the clock. As the audience is entering the meeting room, they could be greeted by recordings of songs that were popular during World War II – Big Band music or music by the Andrews Sisters.

- If the library's budget permits, purchase and hang reproductions of World War II propaganda posters.

Market It:

Send flyers to VFW posts, senior centers. Send mail to local chapters of the Retired Officers Association, found through links on home site (*www.troa.org/*) and the Veteran's Administration (*www.va.gov/*). Also send flyers to schools for intergenerational audiences, encouraging teachers to give extra credit to students who attend the programs.

Program Title: *The 38th Parallel, Remembering the Korean War*

Program Description:

June 25, 2000 marked the 50th anniversary of the beginning of the Korean War. The Korean War and the men and women who were stationed there are probably the most forgotten group of military personnel in America's history. This program will encourage remembering their sacrifices with a renewed appreciation. This is a good program for holidays, such as Memorial Day, Independence Day, or Veterans Day.

Speakers:

- Veteran of the Korean War. Consult the 50th Anniversary Commemoration website: *www.korea50.army.mil/events/missouri.html*.

- College or high school history teacher.

- Speaker from local historical society.

Topics:

- The significance of the 38th parallel.

- "Where were you on June 25, 1950?"

- United Nations Forces.

- Special Operations.

Basics:

Length – 1½ hours.

Auditorium-style seating.

Preparation time – 2 hours.

Learn More About It:

The Korean War: *www.korean-war.com/*.

Korean War Veteran Memorial: *www.nps.gov/kwvm/home.html*.

Korean War Veterans National Museum & Library: *www.theforgottenvictory.org/*.

Make It Special:

- Display flags of the United Nations Forces. If you cannot find them for purchase, use clips from the website.

- If there is not a Commemorative Community in your vicinity, consider becoming one (consult the 50th Anniversary Commemoration website at *www.korea50. army.mil/events/missouri.html*). All you need to do is agree to develop annual programs and host a minimum of three events each year. Events can range from honoring veterans and their families to showing videos of the Korean War.

Market It:

- Distribute flyers and announcements to VFW, post the event on the Korean War websites, TROA (The Retired Officers Association), and Missouri Veterans Administration sites. Also send flyers to schools for intergenerational audiences, encouraging teachers to give extra credit to students who attend the programs.

Program Title: *The Fabulous Fifties*

Program Description:

The fifties saw teenagers "rocking and rolling" to the music of Chubby Checker, Chuck Berry, and Elvis Presley. It was a time of cool cars, poodle skirts and television. This program will revisit those times and revive some sluggish blood.

Topics:

- Music of the fifties.

- Television shows of the fifties.

- Toys of the fifties.

- Cars of the fifties.

- Comic books and comic strips of the fifties.

- Fashions of the fifties.

Speakers:

- DJ from your local "oldies" station.

- College or high school history or music teacher.

- Collectibles expert.

Basics:

Length – 1½ hours.

Auditorium-style seating, with space for dancing.

Preparation time – 2 hours.

Learn More About It:

Drake, Albert. *Fifties Flashback: A Nostalgic Trip*. Tuscon, AZ: Fisher Books, 1998.

The Fabulous Fifties: *www.joesherlock.com/fifties.html*.

The Fifties Web: *www.fiftiesweb.com/*.

Halberstam, David. *The Fifties*. New York: Fawcett Books, 1994.

Make It Special:

- Ask staff and friends to bring in items such as cookie jars, toys, picture books, magazines, and 45 rpm records from the fifties for a display.

- Hold a mini- "Moondog Coronation Ball" to celebrate the birth of "rock and roll." The original event was held on March 21, 1952 in Cleveland and featured a host of rock and roll artists. Participants can be invited to dress in retro-style clothes, and a DJ can spin some "45's" from the fifties.

Market It:

Distribute flyers to record shops, musical instrument stores, retro clothing stores, flea markets, resale shops. Ask your local radio stations to advertise the event. This program would be of interest to young audiences; market to school music departments.

Seeds For Further Programs:

Becoming a Parent Again: Becoming a parent for the first time is difficult enough, but becoming your grandchild's primary caregiver can be traumatic. Two videos, *Surrounded With Love: Grandparents Raising Grandchildren* and *Grandparents Raising Grandchildren* are available for rent, preview, or purchase from Terra Nova Films: *www.terranova.org/*.

Beisbol: Latin American baseball players are stars throughout the American and National Leagues. An overview of great Latin players past and present will bring about a cultural awareness and increase sensitivity. Contact Sporting News at *www.sportingnews.com/* or the Society for American Baseball Research at *www.sabr.org/reg/stlouis* for suggestions on speakers near you.

Early Days of Television: While a program on the 50's might touch on the subject of early television, a special program would also be enjoyed. With Nick-at-Night being popular with the younger group, this would make a good intergenerational program. The seniors could explain why they liked the show when it was on as an original program, and the youngsters could tell why they like the program 40 years later. Consult Nick-at-Night's website at *www.nick-at-nite.com*, the Classic Television site at *www.classis-tv.com/top100*, and TV party at *www.tvparty.com/*.

Frugal Living: Everyone wants to know how to save money, but for some seniors it is essential. Your extension service department may be able to provide a speaker. Develop a program using these Internet sites:

The Cheapskate Monthly: *www.cheapskatemonthly.com*

The Frugal Gazette: *www.frugalgazette.com*

Hispanic Heritage Month: Currently, people of Hispanic heritage make up a relatively small part of Missouri's population; however, this number is expected to grow. September is traditionally designated as "Hispanic Heritage Month". Everyone will enjoy hearing the music of Latin America. Musical selections can be found at the Putamayo website (*www.putamayo.com/*), as well as Rounder Records (*www.roundup. com/*). An easy program would be to show the video *The Buena Vista Social Club*, followed by music and readings from Latin American authors. A listing can be found at *www.ithaca.edu/library/htmls/humhisp.html#Literature*.

The James Brothers: Missourians Jesse and Frank James were the country's "beloved infidels." There were numerous movies made about the brothers during the 1940's and 50's, which are now available on video. An easy program would be to showcase a dozen over a three-month period. At the end of the sessions, participants could vote on who they thought played the best Jesse and Frank James. For more information and a complete listing of the movies featuring the James brothers visit these websites:

City of St. Joseph, Jesse James Home: *www.ci.st-joseph.mo.us/jesjames.html*

Jesse James: The Show-Me State's Most Famous Train Robber: *www.rosecity.net/trains/james_gang.html*

He Carried a Gun and Rode a Horse: Jesse James in the Movies: *library.cmsu.edu/vertrece/jesse.htm*

Laura Ingalls Wilder: Many older adults still like to re-read Laura Ingalls Wilder's tales. A reflective overview of the author and her works would be enjoyed by both older adults and youngsters who are reading the tales for the first time. To develop this as a program, consult these websites:

Laura Ingalls Wilder - Rose Wilder Lane Historic Home and Museum: *www.missourichamber.com/mansfield/tours.htm*

Laura Ingalls Wilder: *www.vvv.com/~jenslegg/index2.htm*.

Lewis and Clark: Lewis and Clark were the first known white explorers to paddle up the Missouri River. An interesting program would be to chart their explorations while reading aloud from their travel diaries. Local actors can don period clothing and become Lewis & Clark. There is a great deal of material at the PBS website at *www.pbs.org/lewisandclark/archive*, including a video.

Mark Twain: A program featuring the wit and wisdom of Mark Twain, a.k.a. Samuel Clemens, is always a hit. There are many websites which feature historical information on Mr. Clemens, along with his many quotable quotes. Further information is available in your stacks, video collections, and these websites:

Mark Twain and Other Related Information: *www.hanmo.com/mtwain.html*

Mark Twain: *www.marktwain.about.com/art.marktwain*

Museum Treasures: Many museums, historical societies, and zoos have "art to go" suitcases filled with specially chosen artifacts (or animals). Usually a docent accompanies the exhibit and explains the exhibit items. There may be a fee involved. Consult the State Historical Society of Missouri at *system.missouri.edu/shs* and The History to Go Site at *www.mohistory.org/HistorytoGo.html*.

Missouri Authors: Missouri's Authors' Directory, a project of the Missouri Center for the Book, includes information on more than 300 authors currently living and writing in Missouri. Consult the Missouri author site at *www.authors.missouri.org/*. This site provides information about each author's published works and whether he or she accepts speaking engagements.

Personal Memoir Writing: There is an African proverb which says that "when an elder dies, a library dies as well." Encouraging seniors to scribe their memoirs can help preserve history. Contact your local newspaper, college, or high school to enlist the help of a professional writer to lead seniors on a writing project. These memoirs can be compiled into a published document. An example of a successful project is *1000 Stories*, by the Kansas City Public Library: *www.kclibrary.org/*

Reminiscing: People of all ages enjoy talking about the "good old days." A series of reminiscing days may be organized which will allow these memories to be shared. A good and inexpensive tool to facilitate discussion is *Our Town*, a card game which invites up to eight people to reminisce together. Intergenerational programs may be developed around the suggested discussion topics. The game is available from Project L.I.F.E, Recreation Extension Publications, 105 ABNR Bldg., UMC, Columbia, MO 65211, or *http://web.missouri.edu/~projlife/ourtown.htm*. Cost is $10.00 per game. (Missouri residents add $.70 states sales tax.) Bi-Folkal kits are multimedia kits designed to prompt the memories of older adults and to facilitate sharing stories. The Wolfner Library for the Blind and Physically Handicapped has a number of kits available for interlibrary loan to public libraries. Contact Wolfner staff at (800) 392-2614 for more information and a list of kits available. Additional sources of nostalgia are the magazines *Reminisce* (available from Reiman Publications, 5400 S. 60th St., Greendale, WI 53129, *www.reminisce.com/*) and *Good Old Days* (available from A House of White Birches Publications, P. O. Box 9021, Big Sandy, TX 75755, *www.goodolddays-magazine.com/*).

St. Louis Blues Hockey: Because there are four other professional sports teams in Missouri, the hockey team often gets forgotten. A program featuring the Blues, past and present, will make many older fans happy. Discover more about the Blues at *www.stlouisblues.com/*.

Wagons West: Before sport utility vehicles, before station wagons, there were the covered wagons. The starting point for many of these wagons was St. Joseph, Missouri. An interesting program would be to trace the route, perhaps hearing "wagon train lore" from the local historical society. See:

Bach, Louis. *Overland to California in 1859 – A Guide for Wagon Train Travelers*. Cleveland, OH: Bach, 1990.

Gilson, Janice. *Wagon Train 911*. New York: Lothrop, Lee & Shepard, 1996

Kalman, Bobbie. *Wagon Train*. New York: Crabtree, 1999.

O'Brien, Mary Barmeyer. *Heart of the Trail: Stories of Eight Wagon Train Women*. Helena, MT: Two Dot, 1997.

Book Discussion Groups

Book discussion groups were one of the first activities which libraries organized and are once again popular in many communities. This group activity gives its members a chance to interact on an intellectual level and stimulates interesting conversations. With the availability of many books in large print and recorded formats it is an "inclusionary" activity. Persons with vision impairments or physical impairments can read the book in a format which best suits their needs. Book discussion groups are also library activities which can be taken to seniors where they live. Many activity directors of assisted-living facilities or senior centers are eager to find activities which encourage seniors to grow intellectually.

Structuring the Group

A successful book discussion group is one which meets the needs of the members, thus each book group will be structured differently. There are some overall guidelines to assure a smooth start.

- Announcement of the book discussion group should be made at least 30 days prior to the first meeting. Distribute informational flyers to bookstores, senior centers, recreation centers, doctors' offices, and places of worship.

- Encourage patrons to register for the group by calling the library. During this initial exchange patrons should be asked if they would like to have the book in another format such as large print, recorded format, or Braille. Pre-registration also allows for preparation of nametags for the participants and, if requested, for reminder phone calls to be made.

- The room chosen should be relatively soundproof and free from noisy distractions to allow members to talk to each other without raising their voices. To facilitate discussion, chairs should be arranged in a circle or around a table. Members should introduce themselves, and share some information about their reading interests. The leader should face the door so that he or she may be alerted to members who arrive late.

- At the initial meeting, decide on the type of books which will be discussed, the length of the meetings, the frequency of the meetings, and whether the responsibility for leading the book discussions will remain with the library organizer or rotate among the members.

- The library organizer should choose a fairly short, positive book for the first book discussion.

- The discussion leader should have at least twenty to twenty-five discussion questions prepared in the event the discussion gets bogged down. The questions should be clearly stated, using simple language.

- It is important for the leader to listen to and be sensitive to all participants. Methods might have to be devised to deal with members who dominate the discussion to allow all members to have a chance to share ideas. Conversely, quieter members may have to be prompted to discuss their thoughts.

Choosing the Books

Selecting books for a book discussion can be both fun and challenging. Books should be selected which have substance and raise questions leading to good discussions. There may be a tendency for the group to want to discuss best sellers; however many of these will not lend themselves to challenging discussions. The books chosen should generate enthusiasm among the group members and offer intellectual growth.

The titles chosen should not focus on topics some members of the group might find objectionable. While censorship is not advocated, avoid books that contain language or situations which may offend members of the group.

Although most groups prefer to discuss a book which can be reviewed in one meeting, longer titles should not be excluded. Dividing the book at a specified breaking point and agreeing to end the session when the group reaches that point can facilitate discussions of longer titles. The following meeting may pick up at this point, after a short review of the previous session.

Titles for senior book groups should be selected according to availability in alternate formats. Some members may need to listen to the books, and others may find it helpful to use large print or Braille. The Wolfner Library for the Blind and Physically Handicapped can provide you with a list of available titles which may be used for book discussions.

Discussion Preparation

Although preparing 20 to 25 questions may seem like a daunting task for the group leader, there are many bibliographic databanks to facilitate preparation. Many of the publisher websites also include pages for discussions of their titles. After reading the book, if the leader is unable to formulate topics for discussion, he or she may consult one of the following resources. If book discussion leadership rotates, library staff could alert the leader that assistance in accessing databases is available.

- Vintage Reading Group Center: *www.randomhouse.com/vintage/read/tips.html*.

- Reading Group Choices-Guidance for Group Leaders: *www.readinggroupchoices. com/html/reading_groups_guide_leaders.html*.

- Park Ridge Public Library: *www.park-ridge.il.us/library/bkdiscguide.html*.

- AARP Book Talk Page: *www.aarp.org/booktalk*.

- Doubleday Book Club: *www.doubledaybookclub.com*.

- BookPage Online: *www.bookpage.com*.

- BookSpot: *www.bookspot.com/discussionfeature.htm*.

- Simon Says: *www.simonsays.com/sections*.

While the Internet is great for finding current material, several books and a magazine also are helpful to the leader. The following books would be useful in starting book discussion groups and choosing books:

Balcom, Ted. Book Discussions for *Adults: A Leader's Guide*. Chicago: American Library Association, 1992.

Jacobsohn, Rachel W. *The Reading Group Handbook: Everything You Need to Know from Choosing Members to Leading Discussions*. Rev. ed. New York: Hyperion, 1994.

McMains, Victoria Golden. *The Reader's Choice: 200 Book Club Favorites*. New York: Harper Collins, 2000.

Slezak, Ellen. *The Book Group Book: A Thoughtful Guide to Forming and Enjoying a Stimulating Book Discussion Group*. 2nd ed. Chicago: Chicago Review Press, 1995.

A periodical that gives information for book discussion groups and includes study guides to some books popular with book clubs is:

> *Book Club Today*
> P.O. Box 210165
> Cleveland, OH 44121-9829
> *http://www.BookClubToday.com*
> 1 year (6 issues) $24.95

Suggested Titles for Discussions

The following is a sampling of titles which seniors have found interesting and stimulated worthwhile discussions. The content and language were not found to be objectionable. The titles are available in alternate formats.

Fiction

Burns Olive Ann. *Cold Sassy Tree*.

A teenage boy comes of age in the small town where his grandfather lives.

Cisneros, Sandra. *House on Mango Street*.

A Mexican-American girl grows up in a poor Chicano neighborhood in Chicago and dreams about having a home and becoming a writer.

Cunningham, Michael. *The Hours*.

Winner of the 1999 Pulitzer Prize for fiction, The Hours blends the lives of two female characters - one living in 1949 and one in modern New York City - around the character of Virginia Woolf.

Frazier, Charles. *Cold Mountain*.

A wounded soldier braves the elements, the Home Guard troops, and his own illness to return home to his sweetheart, who has her own hardships to overcome on a farm in North Carolina during the Civil War.

Golden, Arthur. *Memoirs of a Geisha*.

An aged Geisha reminisces about her beginnings as an orphaned girl in a fish-

ing village in 1929 to her life as a geisha and her old age as the distinguished mistress of a wealthy patron.

Guterson, David. *Snow Falling on Cedars*.

A Japanese fisherman is tried for the murder of an Anglo fisherman during a three-day trial on a fictional San Juan Island after World War II. The novel also explores the events and other interpersonal relationships among the residents, including the anti-Japanese feelings of the time and the removal of the Japanese-Americans to internment camps.

Harris, Joanne. *Chocolat: A Novel*.

On the surface *Chocolat* appears to be a story about Vianne Rocher and her daughter Anouk, who move to a French village and experience problems of acceptance. The work, in reality, is a complex novel which explores the themes of bitter and sweet as it examines topics such as community morality, loneliness, and belonging.

Hillerman, Tony. *A Thief of Time*.

Two corpses appear among stolen goods and bones at an ancient Navajo burial site. Tribal policemen Lt. Joe Leaphorn and Officer Jim Chee must plunge into the past to discover the truth. Hillerman combines police work, archaeology, and suspense into a good mystery.

Hurston, Zora Neale. *Their Eyes Were Watching God*.

An African-American woman in the South in the early twentieth century dares to keep holding fast to her dreams through a series of disappointing relationships until she finds true love. The book is considered a classic of African-American literature.

Ishiguro, Kazuo. *The Remains of the Day*.

The perfect English butler during the summer of 1956 experiences a week-long journey to self-realization as his insular world fades.

Kay, Terry. *To Dance with the White Dog*.

Sam Peek, an elderly widower who recently lost his wife, discovers a mysterious white dog, which is invisible to all but Sam.

Kingsolver, Barbara. *The Bean Trees*.

A young woman finds herself the unlikely mother of an abandoned Native American child in a funny and heartwarming novel.

McCaig, Donald. *Jacob's Ladder.*

This book starts at a plantation in the mountains of western Virginia, where three white families and their slaves find themselves transformed by the Civil War. McCaig carefully monitors the racial divide throughout the book.

Proulx, E. Annie. *The Shipping News.*

After a series of tragedies in Brooklyn, Quoyle moves with his two young daughters to Newfoundland, where he gets a job reporting the shipping news for a local newspaper and becomes a contributing member of the community.

Non-fiction

Albom, Mitch. *Tuesdays with Morrie.*

The author is reunited with his favorite college professor, who is suffering from Lou Gehrig's disease. Each Tuesday Mitch visits with his former mentor to attend his final class on the meaning of life.

Conway, Jill Ker. *The Road from Coorain.*

The first woman president of Smith College chronicles her life from growing up on a sheep ranch in a male-dominated Australian society to her final triumph.

Delaney, Sarah, and A. Elizabeth. *Having Our Say: The Delaney Sisters.*

Two remarkable African-American women tell the stories of their long lives as they experienced history.

Dillard, Annie. *An American Childhood.*

The author relates her poignant story of growing up in Pittsburgh in the 1950's.

Hubbell, Sue. *A Country Year.*

A librarian/naturalist writes about a year she spent on a farm in the Ozarks. The book is ostensibly about beekeeping, but is really about life.

Lansing, Alfred. *Endurance: Shackleton's Incredible Voyage.*

An unimaginable saga of survival of the ill-fated 1914 Trans-Antarctic expedition is retold, based on the diaries of team members and interviews with survivors.

McCourt, Frank. *Angela's Ashes.*

The author relates his poverty stricken Irish Catholic childhood in New York City and Limerick, Ireland and how he survived. The powerfully-written book won the Pulitzer prize.

McCullough, David. *Truman*.

> The life story of the 33rd President is retraced in a long, but engaging and entertaining, biography.

Markham, Beryl. *West with the Night*.

> The author relates the events of her life from her birth in Germany in 1902 to her childhood in East Africa where she learned to train and breed racehorses to her life as an African bush pilot in the 1930's. In 1936 she became the first person to fly solo across the Atlantic from East to West.

Mayes, Frances. *Under the Tuscan Sun*.

> The author relates her adventures of restoring a dilapidated Italian farmhouse, tending a garden, and enjoying the life and food of Tuscany.

Further Programming Inspirations

Bi-Folkal Productions: A nonprofit organization, formed by librarians seeking programming solutions for older adults. The organization offers complete "pre-packaged" kits for instant presentations. Each kit includes a video, audio tapes, large print program booklets, suggestions for activities, large print skit scripts, props, and a leader's manual. Nursing homes will appreciate borrowing these kits, as their activity budget does not usually include such expenditures.

Bi-Folkal has begun to offer "pieces" of the kits (i.e., videotapes, audiotapes, programming booklets), suggesting that the purchaser gather the rest. A look through their catalog and website is sure to inspire programming ideas. There is also an online newsletter, *Bi-Folkal Times*, which also offers many useful ideas. Visit them online at *www.BIFOLKAL.org/* or call them toll free for a catalog (800) 568-5357.

The Wolfner Library for the Blind and Physically Handicapped has a collection of Bi-Folkal kits available for interlibrary loan. Contact the library at (800) 392-2614.

Chase's Calendar of Events. IL: NTC/Contemporary Publishing Group, 2000. For more information visit the publisher's website: *www.chases.com/*. This resource can help staff determine special events around which to develop programs.

Elder-Berries: Library Programs for Older Adults. Columbus, OH: Ohio Library Council, 1998. This resource focuses on programs for the "traditional older adult" and includes ideas for planning "apron and bonnet" programs.

ElderSong Publications: ElderSong is a publisher and distributor of books, videos, and recordings for activities for organizations and people who work with older adults. The topics are varied and include subjects such as The Amen Corner, Creole Jazz, and Hail to the Chief. Prices are reasonable, with videos retailing for $19.95 and cassettes and books for $9.95. The website, *www.eldersong.com/,* can offer inspiration for programming.

PBS Productions: The PBS website is a treasure trove of programming ideas since many programs were developed to attract and educate wide audiences. Many programs will include a teacher's guide to use to stimulate discussions. Visit them at *www.pbs.org/.*

Reference and User Services Association. American Library Association. *Adult Programming: A Manual for Libraries.* Chicago: American Library Association, 1997. This guide includes checklists for program organization and the nuts and bolts of developing a program, including format selection. The manual, part of the RUSA Occasional Papers series, is available from ALA, order number 78916.

Terra Nova Productions: Terra Nova Productions is a producer and distributor of films whose focal point is older adults. Their vast catalog is a statement of diversity among this population. Subjects range from surfing to health care to grandparenting to nursing homes to a person's well being. Videos are available for purchase or rental. There are previewing options for most of the titles. Visit their website at *www.terra nova.org/.*

Program Planning Checklist

Name of Program: _____

Date of Program: _____

    ☐ What will be the program content?

    ☐ Who will be the audience?

    ☐ Are there any possible partners?

    ☐ What resources, funds are available?

    ☐ Who will be in charge of planning?

    ☐ When will it be held?

    ☐ Where will it be held?

    ☐ How long will it last?

    ☐ Is the meeting facility accessible to those with disabilities?

    ☐ What equipment (audio-visual, computers, seating, lectern) will be needed?

    ☐ Will refreshments be served?

    ☐ What publicity should be planned and carried out?

    ☐ What accompanying materials (books, posters, displays) are needed?

    ☐ Who will be the presenters?

    ☐ Who will prepare the presentation?

    ☐ Were the program details confirmed with the presenters by phone or letter?

    ☐ What support staff is needed?

    ☐ Are there sufficient handouts of program materials?

    ☐ Have thank-you letters been sent to the presenters after the program?

For a more in-depth programming checklist consult: Reference and User Services Association. *Adult Programming: A Manual for Libraries*. Chicago: American Library Association, 1997.

AUDIENCE PROGRAM EVALUATION

Date:_____ Branch:_____ Program Title:_____

Overall how would you rate this program:

       Poor   Fair   Good   Very Good   Excellent

How would you rate the speaker on:

   Knowledge of the subject:

       Poor   Fair   Good   Very Good   Excellent

   Presentation

       Poor   Fair   Good   Very Good   Excellent

What did you like best about the program:

What did you like least about the program:

Is this the first time you have attended a library program?   Yes   No

Would you be interested in attending future library programs: Yes   No
   If "No," why not?

   If "Yes," what other topics would you like to see discussed?

How did you hear about this program? (Check all that apply)

☐ Library newsletter   ☐ Television (station name:_____)

☐ Library staff   ☐ Newspaper (newspaper name:_____)

☐ Library website   ☐ Radio (station name:_____)

☐ Library flyer   ☐ From a friend

☐ Other:_____

Circle branches of the library you regularly use:
   [insert branch names, if appropriate]

Do you have a [insert library name] card?   Yes   No

Additional comments/suggestions:

Please return completed form to the circulation desk.

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Chapter 6 – Marketing

Progress toward marketing has already been made if the library has conducted focus groups or surveys. The people who participated in these information gathering efforts know the library exists, that it provides services and programs, and that it cares about what the community thinks in relation to library services for seniors. The same can be said about relationships libraries have developed with community agencies that serve seniors. When the staff from the local retirement center was invited to an open house, when the library partnered with the senior center on a program, or when brochures were requested from the local Area Agency on Aging for the library's information table, the initial steps to market the library and its services were made.

Brenda Crider, Coordinator of Public Relations, Bucyrus Public Library (Ohio), and Anne Prusha, Coordinator of Public Relations, Geauga County (Ohio) Public Library, offer a succinct overview of marketing:

- Marketing, public relations, and publicity affect public perception.

- Publicity is any information or action that brings something to the attention of the public.

- Publicity makes people aware, changes their opinion, or makes them take action.

Chapter 6 provides an overview of marketing methods and suggests specific options for promoting library services and resources to seniors, their families and the agencies that serve them.

Develop A Marketing Plan

Amelia Kassel, principal of MarketingBASE, an information brokerage corporation, states "one of the fundamental procedures involved in any successful [library] operation is creating and implementing a marketing plan." The information garnered from surveys and focus group interviews of seniors and senior service providers offers a good foundation for developing a plan. Kassel suggests an outline which libraries can use to formulate a marketing plan.

1. Prepare a marketing mission statement.

    - The statement should reflect senior services.

    - The statement should only consist of a few sentences.

2. List and describe the target market.

    - Include seniors, senior care providers, relatives and friends of seniors.

- How many new seniors should be reached?

3. Describe the library's services.

   - Include current services and future services.

4. Spell out basic marketing and promotional strategies.

   - Network to areas where the target markets congregate.

   - Send out publicity releases to local newspapers, radio, and television stations.

   - Direct market repeatedly through letters, brochures, and flyers.

   - Participate in local fairs and festivals.

   - Advertise in the print media.

5. Monitor the results.

   - Get feedback from patrons about library services and programs they use. Positive statements can be used in future promotions.

A solid plan keeps marketing and public relations efforts focused and provides the library with a tool that can be referred to and adjusted. A number of print and non-print publicity strategies can be used to promote the library and its services. A variety of marketing outlets can be tapped to reach new seniors.

Working with News Media

Feature articles in newspapers or on television can provide credibility no amount of advertising ever can. The added bonus is that it's free. Follow these tips to use the power of the media to your advantage.

- **Know your media.** Develop relationships with editors, publishers, community reporters and local television and radio media. Press associations, the *Gale Directory of Publication and Broadcast Media*, and telephone directories are sources for contacts.

- **Establish good relations.** Meet with the local press to promote the library as a resource for them and the community. Learn how the press operates. Determine whether they buy most of their feature stories or write them themselves. If they are buying most of them, they will be very selective about the local stories they choose to write. Canvas library board members and friends to help identify news people and convince them the library is filled with good "story-line" resources.

- **Study the news and features sections of your newspaper.** Determine if the local newspaper will work with the library to develop a feature article. What is news in their eyes? What captures their interest?

- **Remember to thank the media.** If the media features the library's services in an article, send the writer a thank you letter which relays the community's response to the article. Including personal anecdotes is useful.

Make the News!

Once staff have established a good relationship with the newspaper, maintain contact with them. Libraries are filled with "feel-good" stories, but these must compete with news about crime, politics, and disasters. There are ways in which libraries can "make news."

- Tie in library services or events with news events. For instance, if new statistics on aging are released, remind the news media the library is aware of aging trends and has planned and developed services for this population.

- Plan an event to tie in with other publicity opportunities. During National Library Week, remind the media the library serves all the population, from children to seniors, providing pictures of patrons enjoying programs.

- Request the local media co-sponsor a program with the library. For instance, if the local weather person is presenting a program for the library, the library is virtually guaranteed a spot on the news broadcast.

- Issue a newsworthy report. For example, share with the local media the results of the focus group or survey and the action plan that was developed in response to the findings.

- Tie in programs with holidays. The media makes an effort to find human-interest stories around the holidays. For instance, if the library wishes to offer a program on World War II, hold it around Veteran's Day and notify the media. Reporters eager for first-person accounts of the war may realize the potential interview opportunities and focus their coverage around the library's program.

- Offer to provide a monthly book review column for the local paper or local community-access channel. If workloads hinder staff from composing book reviews, even a listing of new books may be appreciated.

- Provide public service announcements (PSAs) and press releases for all your programs, and, if possible, include a promotional item. Recent studies indicate it helps to include a tangible item with the press release. For instance, if your library has t-shirts, tote bags, bookmarks, or note cards, include them with the news release. This may encourage the media to focus on the library's material.

Adapted from: Walters, Suzanne. *Marketing: A How-To-Do-It Manual for Librarians*. New York: Neal-Schuman, 1992.

The Public Service Announcement

A public service announcement (PSA) is a short message about nonprofit organization events the media will broadcast over the radio, television, or a computer network at no charge. The library provides the media with script (or a tape) which the program announcer reads (or plays) sometime during the program day. The key word is "sometime." While the FCC mandates television and radio broadcast these messages (which cannot contain any mention of a commercial co-sponsorship) to retain their licenses, the time slots during which these messages are aired are not specified. Generally PSAs are relegated to the times when advertising revenue potentials are lowest. Still, preparing one takes little time, costs next to nothing, and has the potential to draw new seniors into the library.

Crafting the PSA

The most important thing to remember when creating a PSA is that it is being written for people's ears, not their eyes. The broadcast audience cannot reread a sentence if it is not clear, or skip over the boring parts. If the broadcast is dull, the audience will tune out; if it is unclear, they will be confused. Here is a list of guidelines that may prove useful when submitting a PSA:

- Write the release as someone would speak.

- Keep sentence structure simple. Long sentences, which read well, do not always translate into good listening.

- Attribute direct quotes at the beginning of a sentence. For example, "The President of the local chapter of AARP said, 'The library has made great inroads to increase their service to seniors.'"

- Provide a pronunciation key for any words or names in a PSA that may be difficult to pronounce. For instance, if a speaker's last name is Kowalichek, the text would read, "Attorney, Allen Kowalichek (pronounced co-WALL-a-check) is the featured speaker."

- Make the copy as clear and concise as possible, so it can be read without editing.

- If a time limit for the PSA is given (the timing could be anywhere from 10-60 seconds), make sure to adhere to it. Do not be misled into thinking more can be gained from a 60 second PSA than a 20 second PSA. If too much information is given, people may become confused. A rule of thumb regarding timing is to allow two and a half words (average five to six letters) per second of speaking time: 25 words will take 10 seconds to read aloud, 50 words will take 20 seconds, 150 words will take 60 seconds.

- Always include the name, address, title, and phone number of a library contact person.

- Make sure the information is accurate and have someone else verify it. Make sure a calendar is used to confirm dates.

Adapted from: Karp, Rochelle, ed. *Part-Time Public Relations with Full-Time Results: A PR Primer for Libraries*. Chicago: American Library Association, 1995.

Karp's excellent publication provides tips for preparing and submitting PSAs, as well as a sample radio PSA. A sample PSA is provided at the end of this chapter.

When preparing a PSA or any type of publicity device, remember to emphasize that library programs are free. The word cannot be used often enough. Many non-library users do not realize programs provided by their local libraries are free.

Press Releases

A press, or news, release is a short, written communication that is sent to the media announcing library events. The press release is a tool which libraries may use to encourage the media to notify the public that senior library services have been expanded. The media may use the press release to develop a feature story, a side-bar story, or a "Things To Do" story.

Press releases can be used to announce new programs or services for seniors at the library. They can also be used to describe new equipment, collection enhancements, or remodeling. Listed below are tips for creating news releases.

- Structure the news release so the most important information comes first. This will usually be the title or topic of the event.

- Send the news release on library letterhead.

- Begin each news release with the name and address of the person to whom it is being sent. This information should be in the upper left hand corner of the release.

- List the name of the person to be contacted if the media need more information. This information goes directly under the name and address of the person to whom the information is being sent.

- Indicate when the information may be released. This should be clearly indicated in bold type, immediately following the name of the recipient.

- The library's contact person's name, title, phone number, and e-mail address should follow.

- Type a headline for the release in capital letters at the beginning of the text.

- Double space the news release.

- Use only one side of the paper.

- Try to keep the release short. A length of one or two double spaced pages is best.

- When a news release extends to two pages, indicate "More" at the end of first page; on the second page, indicate "page 2" and add the subject heading or headline used at the beginning of the release.

- Remember to note the event is "free."

- End the news release with "###" or "-30-." This alerts media personnel that they have all the information you intended to relay.

Adapted from: Karp, Rochelle, ed. *Part-Time Public Relations with Full-Time Results: A PR Primer for Libraries.* Chicago: American Library Association, 1995.

A sample press release that incorporates Karp's guidelines and recommendations is included at the end of the chapter.

Consider compiling a mailing list of organizations that create community-oriented newspapers and newsletters, club newsletters, local advertising papers, and church bulletins. They may be willing to include the library's press releases in their publications. If a news release may be considered too formal by community standards, send the release as a memo or a letter addressed to the editor. Many of these organizations are working with a small staff, and are grateful to find "ready-to-go" articles for their newsletters or papers. Mailing list software, available at most computer stores, makes this task of creating a database of organization addresses easier.

Releasing a program announcement or press release to these types of publications is effective, because free community papers are often placed in areas where customers have to wait (the pharmacy, the beauty salon, medical buildings) or where people are picking up other print information (news stands).

No-Cost or Low-Cost Marketing Avenues

The library cannot rely solely on the media to promote programs and services. Brochures, flyers, posters and exhibits are relatively low-cost yet effective methods to promote library services for seniors. These avenues require preparation time, but the response is worth the effort.

Brochures and Flyers

Brochures are informational pamphlets, which contain an overall picture of the library's services. Brochures provide basic information, such as locations of adapted computer stations, or the times and locations of continuing events, such as book groups, story hours, etc. Informational brochures should also contain the library's mission statement. Brochures that promote services for older adults should be distributed to all local agencies noted in Chapters 4, 8 and 9. Assign a staff member to contact these agencies periodically to see if additional copies are needed. A brochure

should be one page, 11 x 14 inches, and either tri-folded or bi-folded to make storage and distribution more convenient. Brochures can be crafted using standard word processors and good design principles.

Flyers differ from brochures in that they are one-page announcements that focus on a special program or service. Flyers are distributed to the same agencies as brochures. Posting flyers on community bulletin boards and websites may also attract some interested people.

Word processors, graphics software, clipart books, webpage software, and photocopy machines have simplified the process of creating flyers. There are certain tips to keep in mind, however, when creating flyers for older adults.

Keep in mind that a flyer can be simple, yet effective. In fact, simplicity should be the rule of thumb when designing program flyers for seniors. Don't associate simplicity with boring or unattractive. If a library has a limited budget and cannot allocate money to create a more professional, sophisticated design, it should not hesitate to use on-hand resources. Libraries can also seek a community partner with a printing service to help defray costs.

Several elements are important to constructing effective flyers for the senior audience.

1. **Font, size, color, and effects.** Choose a sans serif font and use it throughout the flyer. Good choices for brochures targeting seniors are Arial, Tahoma, Lucinda, and Veranda. Avoid fonts which are decorative, such as Britannic Bold, Charter Bold BT, or Elephant. While they give the illusion they are easy to read, in fact one letter tends to blend into the next, making them unreadable for many older adults with impaired vision. Choose a font size between 14 and 28 point (14 point is the smallest acceptable font size for persons with low vision). Use this font size throughout the entire text. Choose a color for the font which offers contrast. Black is always a good choice. Try to avoid pastel colors, such as yellow or pink, as they are difficult to read. Do not use embossing, engraving, outlining or shadow effects; these reduce readability.

2. **Choose paper color carefully.** Choose a light colored paper. Good choices are light blue, green, yellow, cream, or white. Do not use bright, bold colors for flyers. Even though it is tempting to use bright colors for holiday programs, seniors with limited vision will have a hard time reading the print.

3. **Use clipart, images, and pictures with discrimination.** Choose images that enhance the text, rather than distract from the text. Assure the graphic image chosen is sharp.

   • Assure the images reflect the community's demographics and the actual program. If demographics indicate that there is a high proportion of African-Americans in the library's service area, do not use clipart which only shows Caucasians.

- Do not use fuzzy artwork, even if it appears that the art is perfect for the program. Seniors will have trouble seeing the art.

- Do not add graphics gratuitously; overuse of illustrations can distract from the text.

4. **Borders should draw the reader's attention to the text.** Fancy, decorative borders tend to focus attention away from the text.

5. **Organize text so the most important aspects are prominent.** The text should include a clear description of the program. Include the day, date, location, and time the program begins and ends. Emphasize that the programs are free. Leave white space around the text. Do not crowd the page with too much text. Do not use watermarks as backgrounds, as they compete with the text presented.

6. **Provide contact information for further questions about the program.** Indicate a contact source, phone number, and e-mail address on all flyers. Use the words "Please feel free to contact." This reassures the reader that the library staff welcomes inquires. Do not give the library's general phone number without a contact source.

An example of an accessible, well-designed flyer targeting seniors can be found at the end of the chapter. The flyer was successfully used by a large metropolitan library to promote the availability of closed circuit televisions (CCTVs) at the library to persons with visual impairments and their families. The flyer is a good example of what can be done using Microsoft Word's draw function, choosing a font which is easy to read, and writing text describing a CCTV. In addition, the flyer designer cleverly provided the reader with an example of what print magnified by a CCTV would look like. Readers were also invited to call their local library for more information.

By following good design principles library flyers will be easy to read and assimilate. Do not get trapped into thinking a flyer needs to be flashy to be effective. Content and readability are instrumental to effective flyers.

If the library has a graphics department, the flyer can be turned into a poster. Posters can also be made at outside office services businesses. The staff of these businesses will scan the flyer, enlarge it, and print it on card stock. If finances permit have at least one made for the library's reception area and one for the local senior center.

Reflect Population Diversity in Your Promotional Tools

Whether one is creating flyers, brochures, or posters, it is important to choose designs that reflect the library's intended audience. Older adults are a diverse population, and this must be kept in mind when crafting the text and choosing the clip art. The bullets below highlight some of these issues.

- Use clipart which depicts older adults as the diverse population that they are. A few clipart sites are *www.clipart.com* and *dgl.microsoft.com.*

- People consider themselves to be 10 to 15 years younger than their chronological age, so use visual images accordingly.

- Take language into consideration. If the library is in an area in which some of the population is bilingual, have the flyers translated into the other language. Do not trust online translators available on the Internet, because they perform literal translations which will not be accurate and may confuse readers. Many cultural centers have staff people who can translate the flyers.

- Avoid sexism in the language and images used.

- If you have a Braille embosser produce some flyers in a print/Braille format. This can be done free of charge by logging on to *www.brailleme.com* and submitting the text.

- Avoid using the words "senior," "senior citizen," "elderly," or "retired" in promotions. The most successful ads are neutral; talk to the people you are targeting, not their age.

- Avoid use of novelty, urgency, or vogue. Most older people have done it all, or at least all they wanted to do. They're in no rush to do it again, just because others are doing it.

Adapted from: Richard Ambrosius. *The Art of the Possible: Creating Market-Driven Aging Services.* Sioux Falls, SD: Phoenix Systems, 1991.

Distributing Flyers and Brochures

Creating the flyers and brochures is only part of the process of this low-cost marketing technique. Libraries must know where and when to distribute them. Flyers should be distributed no sooner than two weeks ahead of an event. Flyers distributed to businesses any earlier risk having them discarded when flyers from another organization arrive. Release dates should provide potential attendees with enough advance notice to make any necessary arrangements. Secure permission from the person authorized to approve material distribution, to prevent flyers from being discarded rather than distributed.

If funds permit, consider purchasing and distributing cardboard easels with pockets large enough to accommodate library brochures. The easels should be imprinted with the library's name and phone, contact person, and text that alerts seniors the available brochures may interest them, such as "Over 60? Look What the Library Has for You!"

The following locations are possible distribution points for marketing senior programs and services.

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- Senior centers.

- Community partners such as Area Agencies on Aging, Visiting Nurses Association.

- Nutrition centers and restaurants.

- Places of worship.

- Apartment complexes.

- Real estate agencies.

- Chambers of Commerce.

- Politicians' offices.

- Theater lobbies.

- Medical buildings.

- Shopping malls.

- Service stations.

- Public transportation transfer points.

- County and community fairs.

- Diversity events.

- Local celebration events.

- Office buildings.

- Schools, universities.

- Appropriate commercial business suited for the theme.

Always have copies of your flyers and brochures available at your library's circulation desk. When appropriate, staff should personally invite seniors to attend programs they think might be of interest to them. Always have flyers for the next program the library is conducting available to distribute at the current program.

Book Bags and Bookmarks as Marketing Tools

An oversize paper bookmark imprinted with the library's address, phone number, website, and contact person is another inexpensive marketing tool. Since design space is limited, keep the message simple. Use the same design guidelines as those given for flyers.

Inexpensive plastic book bags offer many design and promotional possibilities. Consider purchasing a quantity saluting seniors and senior library services for the month of May, which is nationally recognized as Older Americans Month.

Library Exhibits

Taking a "snapshot" of the library and its services on the road can be rewarding, since there are many chances to meet patrons and community neighbors. Exhibits increase the library's visibility and inform area residents about a library's services.

Depending on the format of the exhibit, preparation can be as easy as displaying brochures and program flyers using a display easel. Convenient and effective locations to share information about your services include senior centers, assisted living facilities, and community hospitals. Other good exhibit possibilities are county fairs, citywide community fairs and festivals, and diversity fairs.

Here are some basic points to keep in mind when planning to exhibit.

- It is possible that a fee may be required for participating at certain exhibitions or fairs. Some organizations also require an agreement be signed. If this is the case, be sure the library board supports staff participation.

- Consulting with library partners, identify possible events to attend. The local Chamber of Commerce and the local government agency that issues festival permits may be able to provide the library with a calendar of events. Consider contacting local hospitals and Area Agencies on Aging for information about fairs targeting seniors.

- The display should be aesthetically pleasing and relevant to the theme of the event.

- The goals of a visual display should be to ensure legibility, reduce the viewer's effort to understand it, increase the active engagement of the viewer, and focus his or her attention.

- The display should promote the materials, services, and functions of the library, as they relate to services for older adults.

- The display should be staffed by library staff and members of the library board or Friends group who are enthusiastic about the library's services and interact well with the public.

- Always bring sufficient quantities of brochures for the services being promoting.

- It is usually helpful to have a small giveaway, such as library tote bags or bookmarks, to draw people to the exhibit.

- Staff should always bring all of the library's promotional brochures and flyers to the exhibit, even though some may not be pertinent to the fair. For example, a grandparent may wish to know what programs are available for their grandchild, even when attending a senior health fair.

Mark Schaeffer's *Library Displays Handbook* is an excellent resource for creating effective displays.

Using Technology to Promote Services for Seniors

Use the library's website to alert web visitors of programs and services for seniors. Libraries reach new patrons daily as cybersurfers looking for information jump from link to link, finally ending up at the best source for information – the library.

In as much as "cyber-landings" are unpredictable, announce senior services in as many places as possible on the site, including events calendars, general services, computer classes, and special services.

The library's website can also be used to offer visitors a virtual "open house," and take visitors on a tour of the library and the services offered for seniors. Since a virtual tour requires more space on the server, the library may chose to hold the open house once a year to coincide with an event such as Older Adults Month. The open house can highlight the collection, computer adaptations, outreach services, programming, and intergenerational library activities.

E-mail notification of events is quickly becoming a popular marketing tool and offers the library ease of distribution, relatively inexpensive cost, the ability to customize to user needs, and a good way to engage users' attention. With the growing amount of information on the Internet, it is helpful to remind users that libraries provide a higher quality of information and services.

If libraries maintain a local information page, reference the community partners' websites, and suggest the library partners link to the library's website, as well. Such an exchange helps the website visitor learn about additional resources.

Paid Advertising and Cooperative Advertising

If funds permit, libraries can pay to advertise an event in local newspapers or other appropriate outlet. If the copy is done correctly, and placed in the correct section of the newspaper, this could be a very effective source of marketing. Most libraries do not pay for advertising unless they are conducting very big events. Libraries and partners could join together to fund a joint ad promoting senior services.

Some libraries have tried placing "coupons" in mass mailers. Consider designing a coupon, which can be redeemed at the library for a bookmark or other promotional

item. When the coupon bearer brings the coupon in to be redeemed, library staff can also offer information about the library and its programs.

Other types of print advertising involve the placement of advertising about community programs in bills from cable and utility companies. Although many people do not pay attention to items stuffed into these envelopes, there is the occasional person who reads everything enclosed. Some utility companies will print the inserts, others will just have them stuffed and have the library billed for the commercial printing of the inserts.

And Now, a Word from Our Sponsor...(or Partner)

Libraries often rely on sponsors to underwrite some senior programs and promotional tools. Without the support of sponsors or partners, they would not be able to develop quality programs and market them effectively. Therefore, libraries must remember to acknowledge their importance to the community. Some sponsors and partners use support of the library as one of their advertising tools. One easy way to make sponsors' tools work for them is to thank them at the beginning and end of each program they sponsor or support. When announcing the program, convey to the audience the program is being sponsored, for example, by the local grocery store and when closing the program, thank the grocery store again for their contribution.

Consider listing library partners and sponsors in the annual report and on marketing tools such as bookmarks and book bags. This will alert seniors and their families to the organizations and businesses which were concerned enough about seniors to help plan or underwrite a segment of library services.

A Successful Senior Marketing Plan Currently in Place

The Upper Hudson (New York) Library System (UHLS) conducted a senior marketing program using federal Library Services and Technology Act (LSTA) funds administered by the New York State Library.

A demographic survey of the population of the area indicated a significant growth in the older adult population, and forecasts indicated that trend would continue. Staff of UHLS recognized that a change in library services to seniors was needed. With the growth of the Internet and the World Wide Web, it was decided that information provided in electronic format was the way to reach a diverse group of people.

UHLS partnered with all the public libraries in the area, as well as organizations that provided services to seniors. LSTA funds were used to build and promote a website for seniors which the community could access.

While the website was under construction, library staff attended educational workshops that focused on promoting and publicizing the library and its services to the community and identifying local agencies that work with older adults. Staffs from the participat-

ing libraries were encouraged to meet and communicate with each other, UHLS, and area aging groups and agencies to gather information to be included on the website.

The following action steps were taken to assure the website would be used:

1. Programs were developed for patrons on the use of the new electronic product. Topics included using the Internet to get a variety of information of diverse subjects.

2. The library's meeting rooms were offered to various community groups or agencies that meet the needs and interests of older adults, affording the library the opportunity to announce the establishment of the senior website.

3. Groups and agencies were invited into the library for tours.

4. A formal publicity plan was launched and included promoting the project to agencies and older adults via newspapers, television, radio, flyers, brochures, library tours, and public speaking.

   • A graphics artist designed a logo to identify the project, a brochure, and posters that were distributed to all cooperating agencies.

   • A media kit was developed and distributed to newspapers, radio, and television stations.

   • Information regarding the electronic product was distributed to community groups and agencies via telephone, mailings, and speaking engagements.

   • All library programs relating to seniors and the project were similarly promoted.

   • Information concerning the project was relayed to the coordinator of the community's electronic web project, for inclusion on the website.

5. The website, Seniors & Libraries Connect (*www.uhls.org/seniorsconnect*) was launched.

   • Staff of the libraries involved with the project encouraged all cooperating agencies in their service area to link to the Seniors & Libraries Connect site. Many complied with the request because the site presented a good image of aging.

   • Staff from the libraries continue to add links to the website aimed at the informational needs of older adults.

Staff of UHLS report feedback relating to the Seniors & Libraries Connect website was positive. UHLS and the libraries involved with the project continue to promote the project by using the same marketing tools used during the launch. The Seniors & Libraries Connect project serves as an example of how to plan, develop, and launch a successful senior project.

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Monitor the Results

Since library time and funds will be spent in marketing and promotion, it is important to monitor and analyze the results of marketing campaigns.

Staff can ask new patrons how they learned about the library's services for seniors.

Senior website hits can be counted. Consider distributing brief (one page or less) audience evaluations at all senior programs that include a question about how attendees learned about the program. Additionally, confer with partners, staff, and library board members to determine what they perceived as being effective and what was a waste of resources. Knowing what strategies or tools worked and what didn't will allow the library to redefine future marketing plans.

Use All Available Library Resources

Getting the word out about senior services should not be a painful task. Marketing and promoting services requires consistent, in-depth planning, conducted effectively with limited funds. Keep in mind the resources at the library's disposal to help spread the word. Solicit the help of the library board of trustees, since members can promote special services and programs among their friends and work colleagues. Some trustees may also be board members of other organizations and may be willing to share information about the library with other fellow board members. Equally, Friends of the Library groups can be just as helpful. Utilize staff working on the circulation desk and in other public areas in the library; they interact with people every day. Any successful marketing strategy depends upon keeping people who can help libraries promote senior programs and services informed. As soon as the library has prepared a news release, flyer, or brochure about new programs or services, make sure copies are immediately distributed to all of these resources, so they can spread the word.

Most of All, Don't Get Discouraged!

Marketing is an ongoing, planned program designed to disseminate information and maintain a consistent level of awareness about the library's services and programs and how seniors can benefit from them. So many of the daily activities in a library are considered marketing: providing quality customer service, working with community partners and providing tours and storytimes. The key is to use the guidelines presented here to promote services and programs, evaluate their effectiveness, and adapt them accordingly. Keep in mind not every marketing plan implemented will be successful and don't let unsuccessful programs or promotional activities discourage staff from formulating a new one. Consider any failures as learning experiences, and celebrate activities that are successful!

Resources

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Kassel, Amelia. "How to Write a Marketing Plan." *MLS: Marketing Library Services*. 13 (June 1999). [Online]. Available: *http://www.infotoday.com/mls/jun99/how-to.htm*.

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Sample PSA (on Library Letterhead)

Public Service Announcement

Your Library

From: Larry Librarian
      Public Relations Officer
      Your Library
      (111) 222-3333
      larryl@librarymail.org

                                  30 seconds
                                  For use through April 30, 2002

REDISCOVER YOUR LIBRARY! . . . RETIRED ADULTS WILL FIND MORE THAN BOOKS AT THE LIBRARY . . . WE HAVE SPECIAL COMPUTER AND INTERNET CLASSES DESIGNED JUST FOR ADULTS OVER 60 . . . ATTEND ONE OF OUR EDUCATIONAL OR CULTURAL PROGRAMS . . . JOIN A LIVELY BOOK DISCUSSION SESSION . . . VISIT US SOON AND REDISCOVER YOURSELF AT THE LIBRARY!

Sample News Release (on Library Letterhead)

T. K. Andrews, Community Editor, Chronicle
145 Maple Grove Boulevard
Ash, Missouri 74591

FOR IMMEDIATE RELEASE

CONTACT: Mike Black, Director, Mountain Pass Public Library, (741) 555-2213, Mike.Black@MtPass.Lib.org

THE FABULOUS 50'S ARE ALIVE AT MOUNTAIN PASS LIBRARY!

Relive the days of rock and roll, muscle cars, and poodle skirts. Radio DJ's John Klein and Kitty Douglas will discuss the birth of rock and roll and its effects on our culture, on Sunday, May 18 at 2 p.m. at the Mountain Pass Public Library.

John grew up listening to the music of Chuck Berry and Elvis Presley. Kitty inherited her grandmother's collection of 45's and clothes from the time period. John and Kitty have developed their passion for the fifties into an entertaining and educational program.

Wear your favorite clothing of the fifties and rock and roll with us at the library.

This program is free and is cosponsored by KQAX, AM 1140.

For more information, please contact Mike Black at (741) 555-2213, Mike.Black@ MtPass.Lib.org.

Adapted from: Karp, Rochelle, ed. *Part-Time Public Relations with Full-Time Results: A PR Primer for Libraries.* Chicago: American Library Association, 1995.

Sample Flyer
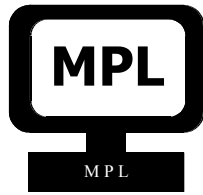
MPL   CCTV's at Missouri
Public Library

Closed-circuit Television Magnifiers (CCTV's) are
now available for public use within any branch
of the Missouri Public Library, free of charge.

What is a CCTV or Magnifier?

A CCTV is a closed-circuit television that uses a video camera lens to enlarge text, let-
ting you easily read a novel, mail, bills, letters, prescriptions, newspapers, magazines,
write personal checks and much more. Plus, a CCTV allows you to change the moni-
tor's background and font colors, and look at photographs with ease.

See the difference for yourself...

Standard newspaper and paperback novel print looks similar, or even smaller than
this:

Print Size

However, a CCTV can magnify this from 3-50X its original size!

Print size
Print

For more information, please contact your
local Missouri public library branch. For
help on finding your nearest library branch,
contact Missouri Public Library, Community
Services, at 573-555-9876.

Chapter 7 – Technology and Older Adults

Opinions and surveys vary regarding the degree to which seniors want to learn about computers and the Internet. However, computer use by seniors is growing, and seniors are accessing the Internet in growing numbers. According to the Go60.com website, evidence of seniors going online is demonstrated by the fact that more services targeting seniors have established websites, including sites focusing on investment, retirement planning, and Social Security and Medicare.

Technology now plays a major role in assisting libraries in providing access to information. Numerous technologies have evolved in the past decade which facilitate access. Offering access to assistive technology, training patrons in computer use, making computers available, and designing elder-friendly websites are ways libraries can use technology to enrich seniors' lives.

Libraries can implement two types of technology that can improve access to information to enhance the lives of older adults. Computers and the Internet offer new ways to communicate, increase writing skills, and provide opportunities for lifelong learning. Assistive technology is equipment that allows people to increase, maintain, or improve independence. Devices libraries might consider purchasing are either those designed to help users access the text and information in books, magazines, and other printed materials, or those designed to assist users in using computers. A number of assistive technology devices are appropriate for libraries to help senior patrons with disabilities or impairments access information.

Closed Circuit Televisions

A closed circuit television (CCTV) may be the single most beneficial assistive device in which a library can invest. This low-tech device is extremely user-friendly, while being versatile. CCTV's allow persons with minimal vision to read standard text and view photographs and figures. Portable CCTV's are also available. Staff who visit nursing homes or assisted living facilities might consider purchasing one of these lightweight devices. Portable CCTV's do require a hook-up to a television.

CCTV's are actually high quality optical cameras. Items placed on the viewing platform are magnified on the monitor's screen. Controls adjust the brightness, contrast, and degree of magnification of the image that is projected. In as much as vision varies from person to person, the ability to adjust these settings will allow the patron to find his or her own individual preference.

In addition to reading standard text, a CCTV may be used for personal correspondence. CCTV's are helpful when reading "daily living" tasks, such as printed information given with prescriptions, directions for usage of everyday household products,

warranty agreements, and bank statements. CCTV's also permit the user to view small collectibles such as postage stamps, coins, thimbles, teacups, or other items that require close inspection.

Some CCTV models connect to a computer monitor. Higher-end models often feature a "split screen option," which allows users to read printed information placed on the CCTV platform, while viewing or inputting information into the PC at the same time. This can be helpful for people using word processing programs if they need to refer to notes while composing documents. For example, a senior using a word processor to chronicle his or her life story can place reference journals and newspaper clippings on the platform, enlarge the text to the size needed, and have it displayed on the monitor's screen. The word processing program can also be displayed on the same screen. CCTV's give users the ability to have the information they need in front of them and in a format they are able to access.

Many seniors with low vision will be ready to purchase a device for their homes once they have experienced the ease of use and success in reading and other tasks. CCTV's are priced at under $2,000 for a black and white unit and under $3,000 for a good color monitor. While the color monitor offers versatility and programming possibilities, even the black and white model offers access to printed materials. Missouri's Assistive Technology office, discussed in Chapter 8, may be able to offer the library advice on purchasing CCTV's as well as other technological devices. See the resource section at the end of this chapter for a list of vendors who sell CCTV's.

Reading Machines

If the magnification capabilities of the CCTV's are insufficient for patron needs, another possibility exists. Reading machines allow people who are blind or visually impaired to have typewritten documents, books, magazines, etc., read to them through a synthesized voice on a computer. Reading machines utilize a scanner, a computer, and optical character recognition software. Material is placed upon a scanner, scanned, and then an optical recognition program translates the scanned material into words that are read back to the user using a synthesized voice. Some of the more popular reading machines include the Kurzweil Reading Machine and the Arkenstone's Open Book Ruby and Arkenstone's VERA.

These reading machines essentially operate in the same manner and are approximately the same price. Consult with the staff of the Missouri Assistive Technology office to learn what brand of reading machine is popular in your area. This will increase the likelihood of locating peer users who may volunteer to help train new patrons.

Providing reading machines will allow seniors with visual impairments to read typed correspondence, utility bills, and other daily communications. Being able to read one's own correspondence is key to maintaining personal independence.

Personal Computers

The number of older adults learning or wanting to learn to use computers is growing. Computers allow seniors to play games, figure their taxes, preserve life stories, converse with friends and family, explore their roots, research medical issues, and communicate with their congressional representatives. Many older adults want to experience the same technological advancements as their children, grandchildren, and great-grandchildren and wish to be able to understand what the media is talking about when they discuss "cyberspace." Others with declining vision will utilize assistive technology and computers with the goal of being able to access print media.

A 2000 survey conducted by SeniorNet indicated 93% of the seniors online use the Internet to keep in touch with family and friends, but a growing number are using it to make purchases or take care of business. (For further details of these statistics see *http://www.seniornet.org/research/rsch_000517.html.*) Slightly different statistics were found in a survey conducted by Packard-Bell as a routine follow-up to new PC purchases. The following breakdown is a summation of the responses given by seniors when asked "Why do you use a PC?"

- 72% used their PC for electronic mail with family and friends.

- 59% used their PC to research a particular issue or subject.

- 53% used their PC to access news.

- 52% used their PC to try adventure games and CD-ROM puzzles.

- 47% used their PC to research travel or vacation destinations.

- 43% used their PC to obtain weather information.

- 25% used their PC to perform volunteer work for various organizations.

Still other surveys indicated seniors use their PCs to write memoirs, create greeting cards, monitor investments, and track genealogy. In short, older adults are using computers for many of the same reasons as the general population.

Like computer usage, Internet usage by older adults is also growing. Seniors are attracted to the Internet for the same reasons as people of all ages. However, for seniors, the Internet offers a dynamic, intriguing outlet against loneliness, isolation, depression, and being homebound. For some seniors, the World Wide Web can be a lifeline. The Internet and the web allow older adults to feel less socially isolated by giving them the opportunity to correspond with family and friends through e-mail, participate in online chat rooms, conduct research, and explore many other interests at their own leisure. For seniors, the web can be a mechanism of socializing and maintaining contact with the outside world. Unlike any other social or educational institution, the Internet is never closed. Twenty-four hour access may be comforting to

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older adults who may experience insomnia or sleeping disorders, letting them know companionship or mental stimulation is just a mouse click away.

Standard cautions about Internet safety should be part of any Internet training session for seniors. In addition, senior Internet training should include warnings about the abundance of misinformation on the web and tips on how to evaluate websites to obtain the most useful, timely and accurate health, legal, financial, and other information.

One of the best features about the Internet is that it allows seniors to learn how to navigate through it at their own pace. This is extremely useful to beginners or those attempting to overcome some sort of impairment.

Computer Instruction for Seniors

Many public libraries offer classes to seniors on how to use computers. While the theory of teaching an older adult the essentials of computer technology does not differ from teaching a younger library patron, the methodology should be adjusted. In his article "How to Help Someone Use a Computer," Phil Agre offers many practical reminders and tips to employ when teaching computer usage to seniors.

- Many computer instructors have forgotten what it's like to be a beginner. Therefore, a good assumption to make when teaching about computers is that if something is not obvious to the class, then it's not obvious.

- Remind the class computers are a means to an end. Keep them focused on their goals.

- Most people's knowledge of the computer is grounded in what they can do and see. Hands-on learning will help them acquire a better understanding of what they are doing.

- By the time someone asks for help, he or she has probably tried several different things, and the computer may be in a strange state. Help the person get back on track and explain, if possible, where he or she went astray.

- Encourage the class to take notes. One of the primary goals shouldn't be to solve people's computer problems, but make them more capable of solving problems on their own.

- Allow the class to use the keyboard and do all the typing. This will help them learn from the interaction.

- Don't stand or tower over students when working with them. Squat down and work with them at their sitting level.

- Keep computer language and syntax as simple as possible. Be sure the students understand the instructions.

- When seniors start to blame themselves, step in and blame the computer in an authoritative tone.

- Never do something for students they are capable of doing on their own.

Adapted from Agre, Phil. "How to Help Someone Use a Computer." *SeniorNet Newsline.* (Winter 1998) [Online]. Available: *http://www.seniornet.org/php/default. php?PageID=5506&Version=0&Font=0.*

Always remember to speak as clearly as possible. It is also helpful to provide the students with a simplified set of instructions, a set of Frequently Asked Questions, and a trouble-shooting guide. For all handouts, use a sans serif font that is at least 14-point type. Maintain a notebook at computer workstations that contains these handouts and an annotated list of helpful and frequently used website addresses.

If offering a class on e-mail, encourage the seniors to bring computer addresses of family and friends with them to the first class to allow them to send test messages during class. Also, solicit a group of staff who can receive and respond to e-mail as it is sent. As soon as the seniors receive their first e-mail response, they will be hooked and want to learn more.

Assistive Technology for Computer Users

At a minimum, public libraries should provide the following specialized hardware on at least one public computer.

- Nineteen to twenty-one inch monitor. In most cases, library staff can adjust the display settings for large icons and 14-point to 16-point font. In addition, software that enlarges the print display will require monitors this size.

- Expanded keyboard (with larger keys) and a trackball. These items allow users with limited dexterity to input data with less stress on wrists or fingers. Less physical stress allows users to concentrate on learning the tasks at hand.

- Retrofitted standard keyboard keys with large print key tops. These "peel and stick" key tops are priced under $20 and make viewing the keys easier on eyes. They stand up to heavy usage.

These items are relatively inexpensive, easy to install, and available through several vendors, including your local computer store. Consult with the staff of the Missouri Assistive Technology office for more information.

Some seniors have diminished vision. This, however, should not stop them from accessing personal computers. Adaptive software and technology are designed to

help people with visual or physical disabilities access information displayed on a computer screen. This technology encompasses screen magnification software, screen readers, and other devices that transform print into synthetic speech or Braille.

Screen Magnification Software

Vision loss and compensation devices need to overcome losses that vary from individual to individual. Software screen magnifiers, which display information on a computer monitor in a variety of colors, magnifications, and fonts, offer the most options to alleviate vision loss. Most screen magnification software is compatible with virtually all computer manufacturers and operating systems, including Microsoft Windows, MacIntosh, and DOS. In addition, screen magnification software can be used with most computer applications, including word processing, database, and spreadsheet programs. Screen magnification software should be used with monitors which are at least 19 inches.

Screen magnification software can cost between $150 to $800. Some of the most commonly used software includes the following:

- IBM Screen Magnifier

- InLARGE

- MAGic

- ZoomText Xtra

These products allow the computer user who has very limited vision to see what is displayed on the computer screen. Each works on the same principle with essentially the same output. When choosing one of these products, consult with the Missouri Assistive Technology office to determine which program is most popular in your immediate area. This will increase the likelihood of locating peer users who may volunteer to help train new patrons.

Libraries using Microsoft Windows 98 or later releases can utilize the Microsoft accessibility features. Microsoft offers tools that allow the cursor to be enlarged, contrast to be changed, portions of the screen to be magnified, and the font display to be enlarged. The caveat for using the Microsoft product is that, although an accessibility wizard can be employed, staff will have to readjust the display for each patron who uses the individual PC. For more information on accessibility features, consult the Windows operating system manual or visit Microsoft's website at *www.microsoft.com/ enable*.

Screen magnification lenses are low tech, less expensive alternatives for libraries with limited budgets. These devices attach to the monitor screen to enlarge the print.

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Synthetic Voice Output

Speech output helps users with low vision, or who are blind. There are two components of speech output: the hardware, which is the voice synthesizer, and the software, which is the screen reading program. The screen reading program looks at print text and translates the text into speech. The speech is then read aloud to the user. The speech output is clear, but there is a learning curve needed by the user to get used to the intonations of the synthesized voice.

Learning to use the screen readers is not difficult but may require patience and a dedicated amount of time. Proficient screen reader users are able to cruise the Internet, read their e-mail, and process other documents.

Some of the more popular speech synthesizers include the following:

- DecTalk

- SynPhonix

- KeyNote Gold

- GW Micro

Some of the more popular screen readers include the following:

- JAWS

- Window Eyes

- MasterTouch

Users of speech synthesizers and screen readers have their personal preferences and use those with which they are familiar. Consult with Missouri Assistive Technology to determine which program is most popular in your immediate area.

Braille Translators and Embossers

There is yet another technology which allows blind patrons to access computers by relaying information in Braille. Braille is a tactile code that enables people who are blind to read and write. Rather than read print with their eyes, they read with their fingertips. It is possible for them to read information displayed on the Internet in Braille or have it printed in Braille. For older adults who are blind and are proficient in the use of Braille, this will be their preferred format.

With a few commands, the Braille translating software looks at standard text and converts it into Braille. The user may print it out using a Braille embosser or may read it immediately using a refreshable Braille display. A refreshable Braille display consists of an array of pins that can be raised to represent the Braille equivalent of a line of text.

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If there are many Braille users in your community, consider purchasing the translating software and Braille embosser. The Wolfner Library for the Blind and Physically Handicapped will be able to advise you as to the number of patrons in your area currently receiving Braille books from the library.

There are two brands of Braille translators; however, both are maintained by Duxbury Systems, Inc.:

- MegaDots

- Duxbury Braille Translator

Although both software packages translate text into Braille with the input of a few key commands, the Duxbury Braille Translator is able to translate information found on the web directly into Braille.

There are several brands of Braille embossers. They fall within a price range of $2,000-$4,000. The price difference is directly related to their noise level and to the speed at which they emboss. These include the following:

- Braille Blazer

- Index Basic-D and Index Basic-S

- Romeo, Juliet, ET

Consult with the Missouri Assistive Technology office when choosing one of these products. Additionally, if considering the purchase of a Braille embosser, test the device for noise level in the planned use area. Some embossers may require a sound baffle.

Cyber-Seniors

The Internet is an intriguing resource for information providers and users. Seniors have the ability to cruise the World Wide Web seeking interesting websites for information, education, or entertainment. Some may use adaptive technology to assist them; others need no such assistance. Most seniors, however, will find it easier to access websites that were created using good design principles.

Seniors using the Internet will expect your library's website to be accessible. The website is an extension of the physical library and should represent the library's mission to extend services to seniors. Many websites, organizations, and individuals offer advice and suggestions for evaluating the quality and content of webpages.

The SPRY Foundation, which aims to help all adults access quality information and plan for successful aging, is currently focusing on two areas of technology which it perceives will facilitate this process: the World Wide Web and cable television. They have developed a 29 page guide, entitled *Older Adults and the World Wide Web: A Guide*

for Website Creators, which is available free of charge upon registration with SPRY at *www.spry.org/WebGuide/webguideform.htm*. SPRY also offers a simple checklist for websites to determine if they can be used by seniors.

Keep in mind the following design and layout considerations.

Design

- Does the page design/background interfere with the information?

- Are colors easy to see and distinguish?

- Is there a text-only or large print alternative?

- Is the text a good color, design, and font?

- Do applets or JAVA interfere with the information?

- Do graphics have ALT-tags describing them?

Layout

- Do the pages load quickly?

- Are the pages on the site the same style throughout?

- Are the buttons large and clear enough?

- Are the pages and information clearly labeled?

- Is the page easy to navigate?

- How are links arranged? Selection? Architecture? Content?

- Is there an internal search capability?

- Is the page accessible to people with disabilities? Low vision?

- Is there a feedback option or mechanism to exchange communication with webpage designers?

- Is it clear if the site function is to market products and services or is a non-business information provider?

Source: SPRY Foundation: *http://www.spry.org/WebGuide/*.

In addition, avoid using blues, greens, and violets when designing webpages. Older eyes are not able to easily assimilate violet light, which makes it easier to see reds, oranges, and yellows.

Web Training

A number of websites provide online training for seniors. For instance, AARP hosts "Expedition Internet" as part of their computer and technology website at *www.aarp.org/expedition/*. "Expedition Internet" takes users on a series of five voyages toward discovering how to navigate the Internet, including the following:

- Web and browser basics.

- Introduction to e-mail.

- Finding information.

- Multimedia on the web.

- Personal webpage design.

"Expedition Internet" also provides users with an orientation, making sure users are outfitted for their voyage. An itinerary is given with a menu for navigating the site.

AARP's Expedition Internet Webpage

SeniorNet hosts a beneficial website providing seniors with computer instruction and guidance. SeniorNet is a nonprofit organization of computer-using adults, age 50 and older. Its mission is to provide older adults education for and access to computer technology to enhance their lives and enable them to share their knowledge and wisdom. SeniorNet has a free "Search the Internet" course available on its website. It consists

of four lessons. Two additional lessons are available for a fee. SeniorNet's web address is *www.seniornet.org*.

Learn the Net, at *www.learnthenet.com/english/index.html*, has excellent do-it-yourself resources such as tutorials on e-mail, newsgroups, web publishing, Internet research, etc.

Life on the Internet, at *www.screen.com/start/guide*, is a beginner's guide with over 300 links to help begin exploring the Internet, including pointers on the latest versions of Internet software.

Internet Masters, at *www.outreach.missouri.edu/imaster/*, is committed to training volunteers to navigate the web. The volunteers then apply their training by sharing it with others in their community. The volunteers are great training sources for libraries with limited staff.

SquareOne Technology, at *www.squareonetech.com*, has web tutorials, an Internet glossary, and links to shareware and other Internet educational sites. This all-purpose Internet tutorial site provides many useful resources for the beginning or advanced Internet user.

In general, libraries that have conducted computer and Internet training for seniors have reported they are extremely successful. In many cases, seniors who have had little exposure to computers will become computer and Internet "junkies," once they have had the opportunity to learn about computers and Internet resources at the library. Consider planning a program on how to buy a computer for seniors who want to invest in their own technology.

Promote Missouri Assistive Technology's TAP-I program to seniors with visual or physical limitations. TAP-I, or Telecommunication Access Program for Internet, provides basic Internet access to eligible Missourians who already own a computer and have an Internet service provider. The program will provide, at no cost, software or hardware to provide basic Internet access for an individual based on his or her physical needs. Some examples of the type of equipment provided by TAP-I are screen reader software to read aloud the information on the computer screen, software to magnify the information on the computer screen, and alternative keyboards for those who are unable to use a standard keyboard. The program will not purchase computers, scanners, embossers, or any other adaptive equipment that is not necessary for basic internet access. For an application or more information, call Missouri Assistive Technology at (800) 647-8557.

Phil Shapiro, an educational computing consultant and writer, attests the field of information technology and use by the elderly has barely begun to be explored. He sees computers as therapeutic tools to help seniors develop a sense of accomplishment, satisfaction, and a feeling of well-being. He contends the "human mind can sense its own growth, and feels emboldened when that growth occurs on a regular

basis." Offering seniors access to computers, the Internet and training to use them, is an area in which libraries can become community leaders.

Helpful Web Resources

AgeLight Institute

www.agelight.org

This organization fosters intergenerational learning to "bridge the Digital and Generational Divides," enhancing the older adults' community, creativity, and employ-ability. The site provides a training directory that lists training sites for active adults.

Computers Made Easy for Senior Citizens

www.csuchico.edu/~csu/seniors/computing.html

This is a nonprofit website designed to help seniors understand how computers work and to locate resources for improving computer skills. The site offers links to other online Internet tutorials and instructional sites, as well as information about organizations, research techniques, and a bibliography.

Missouri Statewide Reference Center

missouriref.org/

Hosted by the Kansas City Public Library and funded by a federal Library Services and Technology Act grant through the Missouri State Library, this site contains a useful collection of links that address senior needs and interests. It's a great place to get seniors who are interested in beginning research and exploration on the web started. Consider bookmarking the site or providing a link on your library's website.

National Aging Information Center (NAIC)

Internet Information Notes: The Internet and Older Adults
www.aoa.dhhs.gov/NAIC/notes/internet&adults.html

The site is a service of the Administration on Aging and links to numerous resources that instruct visitors on the topics of "standards" and "resources." These can be used to develop "user-friendly sites." It also has links to statistics on access and use, which may be helpful when planning for senior computer programming.

Adaptive Equipment Vendors

The list below is a sampling of the many distributors of assistive technology. Contact the Missouri Assistive Technology office to acquire additional information about products, resources, and distributors.

> Missouri Assistive Technology
> 4731 South Cochise, Suite 114
> Independence, MO 64055-6975
> Voice: (800) 647-8557 (in-state only) or (816) 373-5193
> TTY: (800) 647-8558 (in-state only) or (816) 373-9315
> FAX: (816) 373-9314
> E-mail: matpmo@swbell.net
> *http://www.dolir.mo.gov/matp/*

A-I Squared
PO Box 669
Manchester Center, VT 05255-0669
(802) 362-3612 / (802) 362-1670 (FAX)
http://www.aisquared.com

> Screen magnification software

ALVA Access Group, Inc.
5801 Christie Avenue, Suite 475
Emeryville, CA 94608
(510) 923-6280 / (510) 923-6286 (TDD) / (510) 923-6270 (FAX)
http://www.aagi.com/aagi/aagi_home.html

> Screen magnification software

Enabling Technologies
1601 Northeast Braille Place
Jensen Beach, FL 34957
(561) 225-3687 / (561) 225-3299 (FAX)
http://www.brailler.com

> Braille embossers

Freedom Scientific
11800 31st Court North
St. Petersburg, FL 33716-1805
(813) 803-8000 / (800) 336-5658 / (813) 803-8001 (FAX)
http://www.freedomsci.com

> Reading machines, screen magnification software, screen readers, Braille embossers

GW Micro, Inc
725 Airport North Office Park
Fort Wayne, IN 46825
(219) 489-3671 / (219) 489-2608 (FAX)
http://www.gwmicro.com

Speech synthesizers, screen readers

Humanware
6245 King Road
Loomis, CA 95650
(800) 722-3393 / (916) 652-7296 (FAX)
http://www.humanware.com

CCTV's, speech synthesizers, screen readers

International Business Machines Corporation
Special Needs
11400 Burnet Road
Austin, TX 78758
(512) 838-4893 / (800) 426-4832
http://www-3.ibm.com/able/

Reading software, screen magnification software

Kurzweil Educational Systems
52 Third Avenue
Burlington, MA 01803
(800) 894-5374 / (781) 203-5033
http://www.kurzweiledu.com

Reading machines

LS & S Group
P.O. Box 673
Northbrook, IL 60065
(800) 468-4789 / (847) 498-1482 (FAX)
http://www.lssgroup.com

CCTV's, expanded keyboards, retrofitted keyboard keys, speech synthesizers, Braille translators, Braille embossers

Maxi-Aids
42 Executive Boulevard
P.O. Box 3209
Farmingdale, NY 11735
(800) 522-6294 / (516) 752-0689 (FAX)
http://www.maxiaids.com

CCTV's, expanded keyboards, retrofitted keyboard keys, speech synthesizers, Braille translators

Optelec
6 Lyberty Way
Westford, MA 01886
(978) 392-0707, ext. 100 / (800) 828-1056
http://www.optelec.com

CCTV's, screen magnification lenses, keyboard labels

Resources

Agre, Phil. "How to Help Someone Use a Computer." *SeniorNet Newsline.* (Winter 1998). [Online]. Available: *http://www.seniornet.org/php/default.php*

Go60.com. *Let's Go Log On.* [Online]. Available: *http://www.go60.com/go60computers.htm.*

Lenhart, Amanda. "Who's Not Online: 57% of Those without Internet Access Say They Do Not Plan to Log on." *Pew Research Center. Pew Internet & American Life Project.* [Online]. Available: *http://www.pewinternet.org/reports/toc.asp?REPORT=21.*

Mates, Barbara T. *Adaptive Technology for the Internet: Making Electronic Resources Accessible to All.* Chicago: American Library Association, 2000. [Online]. Available: *http://www.ala.org/editions/openstacks/insidethecovers/mates/mates_toc.html.*

National Library Service for the Blind and Physically Handicapped. *Assistive Devices for Use with Personal Computers.* Washington DC.: Government Printing Office, 1998.

Older Adults and the World Wide Web: A Guide for Website Creators. Washington, DC: SPRY Foundation, 1999. [Online]. Available: *http://www.spry.org.*

Packard Bell. *Computer Savvy Senior Citizens as Interested as Teens.* [Online]. Available: *http://www.packardbell.com/gfx/news/survey95/.*

Puacz, Jeanne Holba and Chris Bradfield. "Surf's Up for Seniors!: Introducing Older Patrons to the Web." *Computers in Libraries.* (September 2000): 50-53.

Scribellito, Elva, et al. *Elderly and the Internet: Bridging the Gap of Social Isolation and Depression.* [Online]. Available: *http://sasweb.utoledo.edu/soti99/aging/Pam1.html.*

An in-depth study of Internet usage by seniors.

SeniorNet. *SeniorNet Survey about the Internet, April 2000.* [Online]. Available: *http://www.seniornet.org/php/default.php?PageID=5472&Version=0&Font=0.*

Shapiro, Phil. *Computer Use and the Elderly.* [Online]. Available: *http://www.user-groups.net/Library/Phil_Shapiro/Elderly.html.*

Chapter 8 – Local Connections

There are many entities within the community which can help library staff develop and promote library services for seniors. Whether the library joins an established coalition for senior services, organizes a coalition, or develops an informal relationship with one or more of these agencies or businesses, working with agencies which serve seniors is crucial to the successful development of senior services. This chapter discusses some of the many agencies, organizations, and businesses with which libraries should consider building relationships to build resources and develop quality services.

Area Agencies on Aging

Each local Area Agency on Aging (AAA) is the authority on aging issues within its community. Connecting with the administrative staff of the regional AAA gives library staff access to a large quantity of information concerning the general status of seniors in the area. The AAA staff can provide information which may help to identify potential library patrons, as well as help in the development of exemplary programs and services for seniors. Additionally, AAAs can assist in the library's promotional and outreach efforts. Consider using their community-based programs for distribution of brochures concerning the library's services, or using their home-based programs to deliver library materials.

Funds for Area Agencies on Aging are provided under the amended Older Americans Act of 1965 and administered by the Missouri Department of Health and Senior Services. Each of the ten AAAs in Missouri plans and develops the services and programs it offers based on the needs of the communities it serves. The projects and programs which AAAs facilitate make a difference in the lives of all seniors, regardless of whether they remain in their own homes or move to assisted care facilities.

The services provided by AAAs fall into five broad categories. Within each category there are a range of programs that serve to make a difference in the lives of all older adults. The services of regional AAAs may include:

1. Information and access services

   - Information and referral/assistance is a source for locating services available from an AAA agency or another community service provider.

   - Health insurance counseling helps beneficiaries understand Medicare, Medicare+Choice, Medicaid, Medigap, and other insurance alternatives.

   - Care assessment and management services help determine seniors' status and social, physical, and psychological needs.

- Transportation services provide seniors with rides to critical destinations such as doctors' offices or pharmacies.

- Caregiver support services provide education and resources to caregivers, enabling them to provide care to seniors while maintaining their own quality of life.

- Retirement planning and support services help older adults plan for their retirement, with a focus on pensions, legal issues, and lifestyle options.

2. Community-based services

- Employment services help individuals find meaningful work and offer counseling, education, and placement.

- Senior centers offer a meeting place where older people can enjoy camaraderie. Senior centers may serve as congregate meal sites.

- Congregate meals are served at senior centers, schools, hospitals, and other sites to provide seniors low-cost, nutritious meals.

- Adult day care is a community-based service providing a safe facility for caregivers to place functionally impaired adults.

3. In-home services

- Meals-on-Wheels delivers mid-day and evening meals to individuals who cannot shop or prepare their own meals. Volunteers, who also provide a sense of security and social contact, deliver the low-cost meals.

- Homemakers and chore services help seniors with the daily tasks of maintaining a household, such as shopping and housekeeping. Chore services include yard and house repair and maintenance.

- Telephone reassurance and friendly visiting services provide homebound older adults with contact to the world outside their habitats. Friendly visitors may act as library ambassadors and deliver library service materials to seniors who are homebound.

- Energy assistance and weatherization services help low-income people pay fuel bills and weatherize their homes.

- Home health and personal care services provide homebound individuals with skilled nursing care and assistance with bathing, feeding, and other daily life activities.

- Respite care provides family members with a break from care-giving responsibilities for a short period of time.

4. Housing

- Senior housing is designed to accommodate the needs and preferences of independent older adults.

- Alternative community-based living facilities offer a range of housing options that bridge the gap between independent living and adult foster care.

5. Elder Rights

- Legal assistance provides advice and counsel for older persons and their families.

- Elder abuse prevention programs are designed to alleviate situations of abuse, neglect, or self-neglect. There are specific programs such as adult protection and guardianship/conservatorship to halt these abuses.

- Ombudsmen services for complaint resolution provides a spokesperson to investigate and, when possible, resolve complaints made by, or on behalf of, residents of long-term care facilities.

Area Agencies on Aging serve as clearinghouses to gather and distribute information to improve the quality of lives of seniors. They closely evaluate the communities they serve and develop services to address their needs. They seek grant funds to provide new programs and services. They are generally the single most knowledgeable agency to which the library can turn to learn more about the needs of seniors, the services that exist to fulfill those needs, and what gaps in services exist. They can provide a crucial connection between libraries and community seniors.

Community Connection

The Community Connection, at *www.communityconnection.org*, is a statewide database which provides information on a wide variety of resources, both public and private, available to Missourians. It is managed by University Outreach & Extension and has over one hundred partners throughout the state. One of its focal points is services for older adults. It connects health and human services agencies, businesses, schools, government resources, religious organizations, and libraries. Community Connection is an essential starting point for coalition building and a fundamental information and referral resource for libraries.

Community Connection's goals are to: 1) improve access to information about community resources; 2) enable community resource providers to make information about their services widely available and easily found; 3) enhance information sharing, referral, and collaboration among community resources; and 4) strengthen communities.

Community Connection's extensive database can be used to put people in need of aid in touch with appropriate state and local resources. Searches can be done by name, keyword, geographical service area, and organizational network. Community

Connection makes the home pages of the resources, as well as their e-mail addresses, directly available to users as hyperlinks. It is also possible to print custom directories, mailing labels, or asset maps using the directory.

The Community Connection website provides clear instructions for searching the database, as well as how to enter your library as a local "connection." Online and toll-free support are maintained.

In an effort to strengthen local partnerships the Community Connection conducts local workshops and training in the areas of resource information and referral, networking, collaboration, and programming needs.

Community Connection encourages all Missouri libraries to link to the database. By becoming part of Community Connection's database, libraries will reach more potential patrons and become more visible to the community.

Other Community Resources

There are many organizations, clubs, and businesses (both profit and nonprofit) within the library's service area which can help share information concerning seniors and help promote library activities. Many may serve as financial resources, since seniors contribute to their financial success. These organizations can be divided into the following general categories of community or civic organizations, daily living entities, learning and cultural resources, health care organizations, and recreational outlets.

Community and Civic Organizations

Community and civic organizations act to ensure safety nets are available to those in need, and have services to seniors as part of their mission. These are organizations whose members or staffs unite to facilitate changes for the betterment of the community. Some of these entities are also part of national or state entitlement programs, but offer local community connections.

American Red Cross – As one of its activities, the American Red Cross provides "elder services," which promote strong family life. This organization may be able to offer programming assistance for libraries in its service area, as well as help promote library services for older adults.

Churches, synagogues, and other faith-based communities - Attending worship services continues to be an activity in which many people participate for as long as possible. There are many clubs and social organizations within the units which are designed to encourage the inclusion of seniors. These organizations may help market the library's programs and share ideas for educational programs for older adults. Faith-based communities are good resources for connecting with new immigrants who may not currently be library patrons.

Missouri Lions Club – The local Lions Club chapter can help the library with financial and referral services and support. The members of this service organization are dedicated to helping people with low vision. The club may be able to help sponsor a program on preventing blindness or help purchase closed circuit televisions (devices which help persons with low vision see print and/or objects more clearly). Contact the state Lions Club headquarters at (573) 635-1772 to identify local chapters.

Salvation Army, St. Vincent de Paul Society - These groups often offer financial assistance to low-income individuals. As part of their daily work, they are in contact with seniors who may be looking for on-going educational or informational services, such as those libraries provide. Consider supplying them with library brochures to distribute.

Scouts – Local Girl and Boy Scout troops have merit badge programs for their members based on intergenerational activities. Consider contacting your local scouting agency about the possibility of developing an intergenerational program together.

United Way Agencies - The goal of the United Way is to improve the well-being of the community. These agencies can help the library's marketing efforts by distributing brochures and promotional items to the families it reaches. These agencies can also assist the library by providing information concerning the needs of underserved older adults.

Agencies, Businesses, and Organizations Supporting Daily Living

These entities provide for the daily needs of society, such as food, shelter, clothing, and life's other amenities.

Adult day care centers - Licensed adult day care centers provide programs of therapeutic, rehabilitative, social, and leisure activities in a monitored setting. These organizations will likely welcome library sponsored outreach programs for their clients. Additionally, they can pass along "in-library" programming information to caregivers as they pick up their family members at the end of the day.

Assisted living facilities and nursing homes - Often activity directors at nursing homes or assisted living facilities are seeking community resources, such as libraries, to become part of their recreation and stimulation team. Plan to meet with the facility and activity directors and share information about library services for seniors. Staffs of these facilities often attempt to find low-cost or free events for their mobile residents to attend; the library can and should be one of the places they consider. The staff and residents of these facilities can benefit from library outreach programs.

Department and grocery stores - Seniors are consumers. These stores may donate merchandise and gift certificates for senior programs. Check to see on which days

they may offer "senior discounts." Senior discount days provide opportunities to meet and interview seniors as part of your efforts to involve them in the planning process.

Experience Works- This agency, discussed in Chapter 9, offers the library access to a pool of older adult workers. Connecting with Experience Works also provides the library with a resource for gathering information on the needs of lower income seniors.

Financial institutions - These institutions rely on keeping customers. They can provide funding, donate promotional items to use as giveaways, furnish speakers on various financial topics, and distribute library brochures and flyers.

Funeral homes - As people live longer, they find themselves paying more courtesy visits to funeral homes for friends and survivors. The largest customer base of the funeral business is older adults. Many funeral homes offer grief-counseling programs and can provide financial support for programs.

Hair care shops or salons - Staff of these businesses may be willing to present a program on cosmetology tips for older adults, or partner with the library on programming by offering gift certificates for services.

Insurance agencies - These businesses are increasing their marketing efforts to older adults. Insurance agencies may be willing to help distribute library promotional materials, as well as to provide speakers and funding for library programming and service needs.

Project EARN (314) 241-3464 and **Project ENCORE** (913) 451-0241 - These agencies place older adults in all types of jobs. Project EARN is headquartered in St. Louis and has offices throughout the state. Project ENCORE is a program coordinated by the Jewish Community Center of Kansas City and reports having more employment offers than it can fill. They can even offer the library potential employees who, in addition to working, will give the library staff input on senior library issues.

Public transportation agencies – Many older adults depend on public transportation. Communicating the transportation needs of seniors to officials at these agencies will help them understand the importance of libraries in the lives of some seniors. The library can advocate for closer bus stops and a hassle-free response when seniors call for a ride to the library. Providing the "door-to-door" division with a list of the library's scheduled programs in a timely manner may help them schedule staff and vehicles.

Real estate agencies - As older adults change living styles, they become customers of real estate agencies. Local real estate agencies are extremely knowledgeable about demographic changes in the library's immediate neighborhood. This will help to determine community needs for older adults. Real estate agents are also potential speakers for programs and may offer financial support for programming or services.

Rehabilitation Services for the Blind - As people age, some experience vision loss and turn to this organization for assistance. District offices throughout the state help per-

sons losing their vision develop independent living, vocational, and business skills. Advice on media format for collection development needs can be secured from this organization. Rehabilitation Services for the Blind can also assist the library by distributing informational brochures and promotional information. The agency's web address is *www.dss.mo.gov/dfs/rehab/rehab.htm.*

Subsidized housing - Three agencies, the Department of Housing and Urban Development (*www.hud.gov*), the Missouri Housing Development Commission (*www.mhdc.com/mhdc_main.htm*), and Missouri Rural Development (*www.rurdev.usda. gov/nrdp/mo.html*), help seniors find affordable housing. These agencies can provide a listing of senior subsidized housing units. Marketing to these units can garner a new audience of previously unserved customers.

Utilities – All seniors who live independently are billed for the use of utilities, such as water, electricity, gas, and waste removal. Utility companies may be willing to insert a library bookmark announcing senior services into the bills of customers who receive senior discounts.

Lifelong Learning and Culture

These are entities which provide seniors with learning opportunities and offer mental stimulation.

Colleges and universities – The Elderhostel Institute Network partners with colleges and universities nationwide to sponsor independent Institutes for Learning in Retirement. For a list of Missouri affiliated Institutes for Learning in Retirement, visit *www.elderhostel.org/EHIN/ehinst.htm.* Consider partnering with these and other institutions in your area to develop special sessions that will appeal to seniors interested in learning about new topics.

LIFT-Missouri – LIFT-Missouri is Missouri's literacy resource center, providing the state with resources to increase the residents' literacy rate. LIFT-Missouri collaborates with many literacy projects throughout the state. The agency's resources include a directory of literacy providers in Missouri, a listing of useful videos for staff development which are available for loan from LIFT (including the title *Getting Over*, an overview of a seniors tutoring program), and an electronic discussion group. LIFT is a good source for literacy information. Contact them at (800) 729-4443, or visit them on their website at *literacy.kent.edu/~missouri/.* In addition, the websites for Laubach Literacy (*www.laubach.org/USProgram.missouri.html*) and Literacy Volunteers of America (*www.literacyvolunteers.org/home/index.htm*) will yield information for local sources. Contact the literacy consultant at the Missouri State Library for additional assistance with literacy issues.

Local primary and secondary schools – Schools are often looking for programs which are intergenerational. Consider speaking with the local school administration and

librarians about developing programs and activities which can enhance services to youth and seniors. Youth and senior book discussion groups have been successful in many libraries. A Kansas library works with the local school district to provide evening presentations at which older adults speak about local history, military events, and other topics. Students who attend the sessions receive extra credit in social studies and history classes. The program has been incredibly successful and both the students and the older adult speakers have indicated their desire to continue the programs.

Missouri Arts Council - The Missouri Arts Council, a state agency and division of the Department of Economic Development, provides grants to nonprofit organizations to encourage and stimulate the growth, development, and appreciation of the arts in Missouri. The Missouri Arts Council supports community arts programs, festivals programs, and minority arts programs. For in-depth information visit their website at *www.missouriartscouncil.org/*.

Missouri Assistive Technology - This program helps educate older adults on the subject of assistive devices, items which can help make life easier as aging starts to affect various biological functions. Staff of the Assistive Technology office can offer library staff with an overview of what these devices are and how they help older adults. They can provide materials for programming. Their phone number is (800) 647-8557. Visit the Assistive Technology website at *www.dolir.mo.gov/matp/*.

Missouri Center for the Book- The Missouri Center for the Book promotes the importance of books and reading to Missouri residents, celebrates the state's literary heritage, and recognizes the contributions of Missouri's authors, book illustrators, booksellers, publishers, librarians, and others involved in the literary arts. For more information, call the Center at (800) 325-0131, ext. 8 or visit them on the web at *http://books.missouri.org/*.

Missouri Folk Arts Program - The objectives of this organization are to identify and document Missouri's living traditional/folk artists in an accessible database and build appreciation for the state's artistic heritage through public programs, publications, exhibitions, and special programs. Staff members can help the library connect with area artists for programming needs. Contact the program at (573) 882-6296.

Missouri Humanities Council – This cultural organization sponsors approximately 600 public programs each year. The mission is to help the people of Missouri learn about their history, their literature, and the ideas that shaped democracy. The Missouri Humanities Council promotes community, citizenship, and lifelong learning through programming. The council provides grants in support of humanities professors to lead library book discussion groups. The council's speaker's bureau offers up to two speakers per year to nonprofit organizations. For information on applying for a grant, visit the council's website at *www.mohumanities.org*.

Newspapers and specialized senior publications - Some local newspapers publish supplements which focus on activities and services for seniors. In addition to being a

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good source for promoting the library, these publications provide library planners with the names of businesses and agencies that are targeting seniors with direct advertising. These agencies or businesses may make good partners or sponsors. There are also independent advertising periodicals which are distributed free of charge. One of these, Mature Living Choices, Missouri (*www.MatureLivingChoices.com*), lists the locations of senior housing. This can help the library locate living facilities in which to distribute information concerning senior services.

Radio stations - Public radio stations, and those with small to medium audiences, regularly solicit information for their community calendars. Consider sending them press releases about your programs for seniors. Radio stations are also sources for speakers and facilitators for library events.

Television stations - Cable stations provide community access channels that can be used by libraries. Consider contacting them to assist with developing a public service spot or a video about the library's services which can be shown at fairs or similar community gatherings. Also consider the possibility of developing a senior book discussion group program which could be broadcast throughout your area, potentially reaching those who are unable to visit the library. Television stations are also good sources to find speakers for programs.

Health Care

These organizations assist older adults to achieve healthy living by offering access to health products or access to medical professionals.

Hospitals and clinics - Hospitals and clinic staffs see the greatest cross-section of humanity possible. They talk to people and listen to their concerns; they understand the concerns of older people and can recommend programs and service enhancements. Many community hospitals and clinics offer programs to promote successful aging. The library can supplement these programs by providing listings of library books and resource that complement the program. Many hospitals and clinics sponsor health fairs at which libraries can exhibit information and services which meet senior needs.

Missouri Arthritis/Osteoporosis Program - This program provides outreach education and direct services to persons affected by arthritis. Services are administered by seven Regional Arthritis Centers (RACs). They offer informational fact sheets, programs, and courses for older adults. They can become marketing and programming partners. Their website is *muhealth.org/~arthritis/maab/*.

Missouri Dental Association - This organization has a Senior Care Program, for persons 60 or over. Consider distributing informational brochures in the offices of participating dentists. Participating members may be willing to provide presentations on oral hygiene. Contact them at (800) 688-1907.

Pharmacies - Some seniors spend more money on prescription drugs than on food. Pharmacies can provide speakers for programs on health, as well as offer financial support for programming.

Speech and hearing clinics, vision centers - Even though people age differently, older adults are frequent users of these facilities or need information about these health issues. These clinics and centers can provide libraries with free speakers and brochures to accompany programs. They serve as excellent distribution sites for library promotional materials.

Visiting Nurses' Association - This nonprofit organization's service goal is to take care of the medical well-being of those who must stay home because of illness. The nurses can distribute information about the library and may be willing to deliver books to their patients who are library patrons.

Recreational Outlets

These are organizations that offer activities for exercising the body and the mind.

Dance classes/clubs - Some older adults find dance a good way to meet new people while enjoying good music and exercise. Classes are held throughout the community. Square and contra dances are regular Saturday night activities in some areas. These venues would be good places to network with older adults, locate potential entertainment, and distribute information about the library.

Health spas - Health spas offer individuals exercise and relaxation opportunities. Some health spas are developing exercise classes specifically designed for seniors. Health spas may be sources for speakers for programs concerning diet and exercise for older adults.

City or county recreation centers – Many communities support recreation centers that allow residents to create arts and crafts, play games, exercise, and participate in sports activities. Some centers support specialized activities for older adults. These are excellent partners for cosponsoring activities and events focussing on leisure and sports. Recreation center staff may also be able to distribute library announcements and provide speakers for programs.

Travel Agencies - Travel agencies develop tours, which offer individuals the opportunity to see the world, or to see their own community in a different light. Some travel agencies design tours specifically for older adults. Travel agencies may be able to provide the library with speakers and posters for programming purposes.

YMCA and YWCA – These agencies conduct foster grandparents programs, which pair seniors with runaway youth, and the YMCA has an official national program for older adults. Partnering with either agency can provide the library with programming and service benefits as it reaches a new audience.

Chapter 9 – Agencies Providing Services on Aging

National Resources

National organizations on aging can provide information about national trends in aging, legislative developments, and resources for programs and services. Agency supported websites provide substantial information and links to other informational resources for seniors. Many of the agencies have publications to which libraries can subscribe.

The following list of national agencies provides libraries with a good starting point when creating a webpage of links for seniors. Librarians may also consider adding some of the websites as reference bookmarks for ease in information retrieval regarding senior issues.

Administration on Aging (AoA)

U.S. Department of Health and Human Services
Office of Management and Policy
330 Independence Avenue SW
Washington, DC 20201
(202) 619-2230 / (202) 619-3759 (FAX)
http://www.aoa.dhhs.gov

Established in 1965, AoA is the principal federal agency responsible for programs authorized under the Older Americans Act of 1965. AoA and its ten regional offices are the focal point for the aging network, which includes, in addition to AoA, the State Units on Aging (SUAs) and the Area Agencies on Aging (AAAs). AoA serves as an advocate for older persons at the national level, advises Congress and federal agencies on the characteristics and needs of older people, and develops programs designed to promote the welfare of the aging. AoA provides advice, funding, and assistance to achieve state-administered, community-based systems of comprehensive social services for older people. The website offers links to statistical information on older persons.

Alzheimer's Disease and Related Disorders Association, Inc. (ADRDA)

919 N. Michigan Avenue, Suite 1000
Chicago, IL 60611-1676
(800) 272-3900 / (312) 335-1110 (FAX)
http://www.alz.org

The Alzheimer's Association, the name frequently used by this group, is a national nonprofit organization founded in 1980. Its objectives are to support research into the prevention, cure, and treatment of Alzheimer's disease; to organize chapters in a national network of family support groups; to educate lay people and professionals about the disease; and to advise local and federal government agencies on public policy and legislation. The association has chapters throughout the United States offering support and services. The organization publishes a quarterly newsletter, *The Alzheimer's Association Newsletter*. The website provides a link to Missouri chapters.

American Association for International Aging (AAIA)

1900 L Street, NW, Suite 510
Washington, DC 20036
(202) 833-8893 / (202) 833-8762 (FAX)
http://www.unm.edu/~aging/AAIA.welc.html

AAIA is a nonprofit, membership organization of individuals and groups, established in 1983 as a United States response to the United Nations sponsored World Assembly on Aging. The organization encourages new ideas for program development in senior enterprise, senior volunteerism, senior education, and senior consumerism. AAIA publishes a quarterly newsletter, *AAIA Reports*, as well as other publications and directories.

American Association of Homes and Services for the Aging (AAHSA)

901 E Street NW, Suite 500
Washington, DC 20004-2011
(202) 783-2242 / (202) 783-2255 (FAX)
http://www.aahsa.org

Founded in 1961, AAHSA is the national association dedicated to providing quality housing, health, community, and related services to older persons. The AAHSA website has information on Medicare, assisted living, and consumer tips. AAHSA publishes *AAHSA Provider News*, a monthly newsletter, and *Washington Report*, a biweekly newsletter.

American Association of Retired Persons (AARP)

601 E Street NW
Washington, DC 20049
(202) 434-2277
http://www.aarp.org

AARP is a nonprofit, nonpartisan organization dedicated to helping older Americans achieve lives of independence, dignity, and purpose. Founded in 1958, membership is open to persons age 50 or older, whether working or retired. The association offers

a wide range of membership services, advocacy and legislative representation at federal and state levels, and educational and community service programs, carried out through staff and a national network of volunteers and local chapters. The website facilitates discussions on a myriad of topics including travel, grandparenting, and books. Members receive *Modern Maturity*, a bimonthly magazine, and a monthly newsletter, *AARP Bulletin*. The National Retired Teachers Association (NRTA) is a division of AARP. The website provides a link to Missouri chapters.

American Health Care Association (AHCA)

1201 L Street NW
Washington, DC 20005
(202) 842-4444 / (202) 842-3860 (FAX)
http://www.ahca.org/

Founded in 1949, AHCA is the nation's largest federation of licensed nursing homes and residential care facilities. The website provides information on nursing homes and healthcare. AHCA publishes a monthly magazine, *Provider*, and *AHCA Notes*, a newsletter. The website provides a link to the Missouri chapter.

American Society on Aging (ASA)

833 Market Street, Suite 511
San Francisco, CA 94103
(415) 974-9600 / (415) 974-0300 (FAX)
http://www.asaging.org/

ASA is a national professional membership organization which offers a wide variety of programs for continuing education and specialized training in aging. Additionally, ASA offers computer-based training and web-enhanced teleconferencing on aging issues. ASA brings together researchers, practitioners, educators, business people, and policymakers. ASA publishes a quarterly journal, *Generations*, and a bimonthly newsletter, *Aging Today*.

Corporation for National Service (CNS)

1201 New York Avenue NW
Washington, DC 20525
(202) 606-5000 / (202) 565-2784 (FAX)
http://www.cns.gov/

The National & Community Service Trust Act of 1993 created CNS to administer national volunteer service programs, including the Senior Corps. Senior Corps offers seniors several volunteer opportunities as well as affording community service agencies opportunities for partnerships.

Senior Corps oversees four programs for seniors:

- Foster Grandparents is a volunteer program which links older adults with young people who have special needs. Foster Grandparents offer emotional support to abused children, tutor children with poor reading skills, mentor troubled teenagers, and care for infants and children with physical disabilities and severe illnesses. Consider inviting Foster Grandparents to bring their "grandchildren" to the library or to volunteer at youth programs. To locate a chapter in your area visit the Foster Grandparents website at: *www.fostergrandparents.org/joining/ fgp/mo.html*

- The Retired and Senior Volunteer Program (RSVP) links seniors who wish to contribute their time and abilities with community groups able to provide meaningful and needed work experiences. Libraries are sites which can provide positive work experiences for seniors.

- Senior Companions is an outreach program which provides older adults who need extra assistance with the support to enable them to live independently in their own homes. Senior Companions provide companionship and friendship to homebound seniors and assist them by performing simple chores and providing transportation. Libraries can partner with Senior Companion volunteers to have library information and materials delivered to homebound seniors.

- Seniors for Schools is part of the Senior Corps Demonstration initiative that tests new models and emerging effective practices for involving older people in volunteer services. Seniors for Schools is a program which recruits and trains seniors to help children needing extra help with reading. Seniors are placed in elementary schools to provide literacy services, including tutoring in reading, to children with achievement difficulties. Libraries can assist this group of volunteers by providing them with the needed books and bibliographic tools.

The CNS website provides current information on the status of volunteerism in relation to government initiatives. The website provides a link to Missouri agencies.

Department of Veterans Affairs (VA)

810 Vermont Avenue NW
Washington, DC 20420
(202) 273-5700 / (202) 273-6705 (FAX)
http://www.va.gov/

Established in 1930, VA is the cabinet-level department that administers laws authorizing benefits for former members of the armed forces and their dependents.

Experience Works
Missouri/Nebraska Region

P. O. Box 414
Buffalo, MO 65622
(417) 345-2797 / (417) 345-2998 (FAX)
http://www.experienceworks.org

Experience Works, formerly Green Thumb, Inc., is America's oldest and largest non-profit provider of mature and disadvantaged worker training and employment. The mission of Experience Works is "to strengthen families and communities by providing such individuals with opportunities to learn, work, and serve others." Partnering with Experience Works can provide the library with a resource for staffing and career opportunities to community seniors.

Federal Council on the Aging (FCoA)

330 Independence Avenue SW
Room 4661, Cohen Building
Washington, DC 20201
(202) 619-2451 / (202) 619-3759 (FAX)

FCoA was created by Congress under Title 11 of the 1973 amendments to the Older Americans Act. It is comprised of 15 members selected by the President and Congress. The functions of the council include: reviewing, evaluating, and recommending federal policies, programs, and activities affecting the aging; informing the public about the problems and needs of the aging; conducting public forums to discuss and publicize these problems and needs; and publishing an annual report to the President on the council's activities and recommendations.

Generations United (GU)

c/o Child Welfare League of America (CWLA)
440 First Street NW, Suite 310
Washington, DC 20001-2085
(202) 638-2952 / (202) 638-4004 (FAX)
http://www.gu.org

GU, a non-incorporated cooperative coalition of over 100 national organizations, promotes an intergenerational approach to advocacy and service for young and old and works to enhance the ongoing public policy, public information, and program activities of its member organizations. It accomplishes this in part through conference and workshop speakers, program ideas, and technical assistance on state and local organizing. The website provides information on intergenerational programs and grandparents as caregivers. GU publishes a quarterly newsletter, *Newsline.*

Gerontological Society of America (GSA)

1275 K Street NW, Suite 350
Washington, DC 20005-4006
(202) 842-1275 / (202) 842-1150 (FAX)
geron@geron.org
http://www.geron.org

Founded in 1945, GSA is a membership organization of professionals, which promotes the study of aging, the exchange of information between researchers and practitioners, and the use of research in forming public policy. Its interdisciplinary membership includes researchers, practitioners, and educators. It holds an annual scientific meeting and publishes two bimonthly journals, *The Gerontologist* and *The Journals of Gerontology*, plus a monthly newsletter, *Gerontology News*.

Gray Panthers Project Fund

P. O. Box 21477
Washington, DC 20009-9477
(202) 466-3132 / (202) 466-3133 (FAX)
http://www.graypanthers.org/
Missouri chapter: contact Eugene Schwartz (314) 727-7563

The Gray Panthers is a membership organization for people of all ages founded in 1970 by Maggie Kuhn. Working through local chapters and at the national level, the organization carries out programs of consciousness raising, education, petition drives, lawsuits, Congressional testimony, and media monitoring on a variety of aging issues, including national health care, affordable housing, Social Security, and peace. It often collaborates with youth groups for social change. It publishes a semiannual newspaper, *Network*, and other educational materials.

National Academy of Elder Law Attorneys (NAELA)

1604 North Country Club
Tucson, AZ 85716
(602) 881-4005 / (602) 325-7925 (FAX)
http://www.naela.com/

NAELA was incorporated in 1987 to ensure delivery of quality legal services for older persons and to advocate for their rights by promoting technical expertise and education. It provides information to help select an attorney. The website is a valuable resource for information concerning legal issues, finances, health care, and decision making for seniors. NAELA publishes *NAELA Quarterly* and *NAELA News*.

National Alliance of Senior Citizens (NASC)

1700 18th Street NW, Suite 401
Washington, DC 20009
(202) 986-0117 / (202) 986-2974 (FAX)

NASC is a membership organization of individuals founded in 1974 to advance the interests of older Americans. NASC provides its membership and the general public with current information on issues such as Social Security, health care, long-term care, and pensions. NASC publishes *Senior Guardian*, a bimonthly newsletter.

National Association for Home Care (NAHC)

228 7th Street SE
Washington, DC 20003
(202) 547-7424 / (202) 547-3540 (FAX)
http://www.nahc.org

Founded in 1982, NAHC represents home care agencies, hospices, and home care aide organizations. Members of NAHC are corporations and other entities that provide health care and supportive services to persons in their own homes. The organization publishes the monthly magazine *Caring*, a monthly newspaper *Home Care News*, and the *NAHC Report*, a weekly newsletter which focuses on legislative, regulatory, and judicial issues concerning home care.

National Association of Area Agencies on Aging (N4A)

1112 16th Street NW, Suite 100
Washington, DC 20036
(202) 296-8130 / (202) 296-8134 (FAX) / (800) 677-1116 (Eldercare Locator)
http://www.n4a.org/

Founded in 1975, N4A is a private, nonprofit organization representing the interests of Area Agencies on Aging (AAA). It provides advocacy, legislative information, training, and technical assistance related to the management of AAAs and programs for older persons. It also provides consulting services to employers in the development and implementation of eldercare information and referral services. It administers the Eldercare Locator, a national toll-free telephone database of information and referral services at the state and local level. N4A publishes the *National Directory for Eldercare Information and Referral* and the monthly newsletter, *Network News*.

National Caucus and Center on Black Aged, Inc. (NCBA)

1424 K Street NW, Suite 500
Washington, DC 20005
(202) 637-8400 / (202) 347-0895 (FAX)
http://www.ncba-blackaged.org/

NCBA, founded in 1970, is the only national organization dedicated exclusively to improving the quality of life for African-Americans and other minority older persons. NCBA's programs include housing sponsorship, technical assistance to housing organizations, the Senior Employment Program, employment training and placement, and legislative and public policy advocacy. The group publishes *Profiles of the Black Elderly*, an overview of the status of older African-Americans.

The National Committee to Preserve Social Security and Medicare

2000 K Street NW, Suite 800
Washington, DC 20006
(202) 822-9459 / (202) 822-9612 (FAX)
http://www.ncpssm.org/

Founded in 1983, the National Committee to Preserve Social Security and Medicare is a national membership organization that works to protect and improve Social Security and Medicare. The committee seeks to educate the public and its members, respond to members' concerns and questions about Social Security and Medicare, and to influence legislation through lobbying and organizing its membership to respond to legislative proposals. The website has useful information on Social Security issues in general, but also supports a feature called "Ask Mary Jane," where individuals can get answers to specific questions. The committee publishes a periodic bulletin, *Legislative Alert*, and a magazine, *Secure Retirement*.

National Council on the Aging (NCOA)

409 3rd Street SW, Suite 200
Washington, DC 20024
(202) 479-1200
http://www.ncoa.org

Founded in 1950, NCOA is a nonprofit organization of professionals providing service to older persons. NCOA offers policy and legislative advocacy, professional development, research, and information resources to its members. Major publications include *Innovations*, a quarterly journal for community services organizations, *NCOA Networks*, *Perspectives on Aging*, and *Abstracts in Social Gerontology: Current Literature on Aging*.

National Council of Senior Citizens (NCSC)

1331 F Street NW
Washington, DC 20004-1171
(202) 347-8800 / (202) 624-9595 (FAX)
http://www.ncscinc.org

Founded in 1961 to work for the passage of Medicare, NCSC is a national membership organization that works at local and federal levels to legislate benefits for older persons. In addition to political and legislative activities, NCSC offers members discounts on insurance, travel, and prescriptions. NCSC is also a provider of Section 202 low-income senior housing and is an administrator of senior employment programs. The organization publishes a monthly newsletter, *Senior Citizens News*. The NCSC website provides a link to the Missouri Council of Seniors.

National Family Caregivers Association (NFCA)

10400 Connecticut Avenue, #500
Kensington, MD 20895-3944
(800) 896-3650 / (301) 942 2302 (FAX)
http://www.nfcacares.org/

NFCA is a grass roots membership organization (free for family caregivers) created to educate, support, empower, and advocate for the millions of Americans who care for chronically ill, aged, or disabled loved ones. Through its services in the areas of information and education, support and validation, public awareness and advocacy, NFCA strives to minimize the disparity between a caregiver's quality of life and that of mainstream Americans. The website includes a complete bibliography, "Caring for Aging Parents and Other Elderly Relatives." NFCA supports National Family Caregivers Month, which is celebrated in November. NFCA offers low-cost promotional items recognizing caregivers and informational brochures and publishes *Take Care!* With the financial support of Novartis Pharmaceuticals, NFCA offers a support kit for caregivers of people with Alzheimer's disease. The kit includes a video and several informational brochures and is available free of charge via the NFCA website.

National Institute on Aging (NIA)

National Institutes of Health
Building B1 Center Dr.
MSC 2292
Bethesda, MD 20892-2292
(301) 496-1752 / (301) 496-1072 (FAX)
http://www.nih.gov/nia

NIA, a federal government agency within the National Institutes of Health, was established through the Research on Aging Act of 1974. NIA conducts and supports bio-

medical and behavioral research to increase knowledge of the aging process and associated physical, psychological, and social factors resulting from advanced age.

National Library Service for the Blind and Physically Handicapped (NLS)

Library of Congress
Washington, DC 20542
(202) 707-5100 / (202) 707-0712 (FAX)
http://www.loc.gov/nls/

Through a national network of cooperating libraries, NLS administers a free library program of Braille and audio materials circulated to eligible borrowers in the United States by postage-free mail. For more information, see the entry for Missouri's Wolfner Library for the Blind and Physically Handicapped near the end of this chapter.

National Senior Citizens Law Center (NSCLC)

1815 H Street NW, Suite 700
Washington, DC 20006
(202) 887-5280 / (202) 785-6792 (FAX)
http://www.nsclc.org

Established in 1972, NSCLC provides litigation support services, legal research, and national policy representation for lawyers and paralegals serving low-income elders. It provides assistance primarily to legal field staff in programs funded by the Legal Services Corporation and private attorneys. The center publishes the *Washington Weekly* newsletter, *Nursing Home Law Letter*, and a number of manuals and other resources.

Native Elder Health Care Resource Center

4455 East Twelfth Avenue
Denver, CO 80220
(303) 315-8974 / (303) 315-8669 (FAX)
http://www.uchsc.edu/sm/nehcrc/

The Native Elder Health Care Resource Center is a national resource center for older American Indians, Alaska Natives, and Native Hawaiians with special emphasis on culturally competent health care. The center focuses its efforts on ascertaining health status and conditions, improving practice standards, increasing access to care, and mobilizing community resources.

Older Women's League (OWL)

666 11th Street NW, Suite 700
Washington, DC 20001
(202) 783-6686 / (202) 638-2356 (FAX)
http://www.owl-national.org/

Chapter information can be obtained by calling (800) 825-3695

Founded in 1980, OWL is a national membership organization concerned with improving the lives of middle-aged and older women. OWL promotes advocacy and educational activities at the state and federal levels and through local chapters. The organization publishes a bimonthly newspaper, the *Owl Observer*, as well as other publications and educational materials.

Rehabilitation Research and Training Center on Aging with a Disability

Rancho Los Amigos National Rehabilitation Center
7601 E. Imperial Hwy, Building 800-W
Downey, CA 90242
(562) 401-7402 / (562) 401-7011 (FAX)
http://www.agingwithdisability.org/

The Rehabilitation Research and Training Center on Aging with a Disability investigates the impact of aging on persons with disabilities, examining issues such as health changes, family needs, and job accommodation. The center specializes in new research on aging with a disability and provides training to physicians, direct service professionals, and consumers. It is a source of information for the Americans with Disabilities Act and provides Fact Sheets related to job accommodations.

Service Corps of Retired Executives (SCORE)

409 3rd Street SW
Washington, DC 20024
(202) 205-6762 / (202) 205-7636 (FAX)
http://www.score.org

SCORE, established in 1964 by the U.S. Small Business Administration, is a national, nonprofit association. The SCORE network of volunteer business executives and professionals, mainly retirees, provides small businesses with technical and managerial counseling and training on an individual basis and through workshops. Professionals with time-tested knowledge and expertise provide website visitors with business advice and mentoring via e-mail. The organization publishes the monthly newsletter, *Savant.* The website offers a link to chapters in Missouri.

Setting Priorities for Retirement Years Foundation (SPRY)

10 G Street NE, Suite 600
Washington, DC 20002
(202) 216-0401 / (202) 216-0779 (FAX)
http://spry.org/

The foundation was established as a nonprofit organization in 1991. Its mission is to help older adults plan for healthy and financially secure futures and achieve successful aging. To reach that goal, SPRY conducts research and develops educational programs. SPRY also publishes books and pamphlets on aging issues, and conducts workshops on such issues as technology, the World Wide Web, and Social Security.

Social Security Administration (SSA)

6401 Security Boulevard
Baltimore, MD 21235
(800) 772-1213
http://www.ssa.gov

SSA administers a national program of contributory social insurance.

U.S. Senate Special Committee on Aging

G-31 Dirksen Building
Washington, DC 20510-6400
(202) 224-5364 / (202) 224-9926 (FAX)

Established in 1961, the Special Committee on Aging is charged with conducting a continuing study of all issues affecting older people. It conducts hearings and publishes reports on subjects such as Medicare, Social Security, health care, retirement income, employment, housing, energy assistance, and crime. Its findings and recommendations are submitted to the Senate annually in its report, *Developments in Aging*. The committee also conducts oversight of federal agencies and programs that are designed to assist older people.

Note: Format and content of the national organization list adapted in part from the American Association of Retired Persons (AARP) directory (*http://www.aarp.org*).

Local Resources

State and local organizations on aging can provide libraries with information regarding local trends in aging and senior service developments. These agencies can link libraries to community resources for services and programming needs.

Additionally, staffs of local organizations can provide libraries with expertise for developing senior-related services, staff inservices, grant writing, and collection development. Library directors and staff must work to develop relationships with the staffs at these agencies to successfully improve library services for seniors in the community.

Missouri-specific information can be found on the websites of these agencies.

Community Connection

Office of Social and Economic Data Analysis
508 Lewis Hall
Mail to: 602 Clark Hall
University of Missouri Outreach and Extension
Columbia, MO 56211
(888) 463-6221 / (573) 884-4635 (FAX)
http://www.communityconnection.org

The University of Missouri's Outreach and Extension Department maintains the Community Connection website. Community Connection is a statewide database of community resources and consumer information available on the Internet. It includes both public and private, nonprofit and for-profit resources, including agencies, organizations, government units, clubs, associations, schools, churches, businesses, libraries, and others. The site is an "electronic yellow pages" which helps users reach people and resources.

Governor's Advisory Council on Aging

Missouri Department of Health and Senior Services
P. O. Box 1337
Jefferson City, MO 65102
(573) 751-3082 / (573) 751-8687 (FAX)
http:/www.dss.mo.gov/da/gac.htm

The mission of the Governor's Advisory Council on Aging, together with the Department of Health and Senior Services, is to "provide advice and council to improve the quality of life for all seniors in the State of Missouri." This partnership seeks to "ensure the dignity of older individuals and strives for their maximum possible level of independence." The council's function is to "investigate and advise regarding the needs, concerns, and potential of Missouri's elderly population." At least 50% of the members of the council must be over 60 years of age.

Governor's Commission on Special Health, Psychological, and Social Needs of Minority Older Individuals

Missouri Department Health and Senior Services
P. O. Box 1337
Jefferson City, MO 65109
(573) 751-8535 / (573) 751-8687(FAX)
http://www.dss.mo.gov/da/mincom.htm

The function of the Governor's Commission on Special Health, Psychological and Special Needs of Minority Older Individuals is to "study certain needs of the state's minority older individuals." The four major minority groups the commission focuses on are Asian-American, African-American, American Indian, and Hispanic. The commission's primary function is to prepare an annual report, which includes an overview of special health needs, problems experienced by older individuals in obtaining services from governmental agencies, and identification of programs at the state and local level designed to specifically meet the needs of minority older adults. The report also includes recommendations for program improvements and services to the governor and key legislators. The commission solicits and considers input from individuals and organizations representing the concerns of the minority older population.

Governor's Council on Disabilities

3315 West Truman Boulevard, Suite 132
P. O. Box 1668
Jefferson City, MO 65102-1668
(573) 751-2600 / (800) 877-8249 / (573) 526-4109 (FAX)
http://www.dolir.mo.gov/gcd/index.htm

The Governor's Council on Disabilities works to create a climate in which all Missourians with and without disabilities have equal access to employment opportunities. The council conducts educational seminars, on-site training, and an annual conference in addition to publishing a newsletter, a resource directory, and informational brochures on topics relating to people with disabilities.

Missouri Assistive Technology Advisory Council

Department of Labor and Industrial Relations
4731 S. Cochise, Suite 114
Independence, MO 64055-6975
(816) 373-5193 / (816) 373-9314 (FAX)
http:/www.dolir.mo.gov/matp/council.htm

The mission of the council is to "increase access to assistive technology for all

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Missourians with disabilities through systems change." It works to provide direction to Missouri Assistive Technology in the areas of legislation, training, information dissemination, and individual advocacy. The council is comprised of individuals with disabilities and organizations that advocate for persons with disabilities.

Missouri Bar

P. O. Box 119
Jefferson City, MO 65102-0119
(573) 635-4128 / (573) 635-4128 (FAX)
http://www.mobar.org/

The Missouri Bar publishes the *Senior Citizens Handbook: Laws and Programs Affecting Senior Citizens In Missouri.* This handbook links seniors to information on topics such as health care programs, housing resources, grandparents' rights, financial assistance, and personal planning and protection. In addition to the handbook, the Bar also publishes a multitude of public information brochures, which can be useful as library program supplements. The Bar also operates a lawyer referral service and legal aid offices throughout Missouri.

Missouri Center on Minority Health and Aging

Lincoln University Cooperative Extension
215 Allen Hall, P. O. Box 29
820 Chestnut Street
Jefferson City, MO 65102-0029
(573) 681-5530 / (573) 681-5546 (FAX)
http://www.luce.lincolnu.edu/mcmha

The Missouri Center on Minority Health and Aging's mission is to provide "leadership in addressing the health, social, and economic needs of Missouri's minority, disabled, and elderly populations." This is accomplished through education, training, applied research, policy, and technology. The center serves low-income African-Americans, Hispanic/Latino Americans, Asian and Pacific Islanders, and Native Americans throughout Missouri. The center coordinates the Annual Institute on Minority Aging each September.

Missouri Area Agencies On Aging (AAA)

Addresses and contact information for each Missouri AAA are listed at the end of the chapter.

The Missouri Area Agencies on Aging receive funding administered through the Missouri Department of Health and Senior Services. While each AAA addresses the basic services categories of the National Association of Area Agencies on Aging, each

is unique. The common thread of AAAs is that they serve as lifelines to a multitude of seniors with diverse needs and advocate for service enhancements for seniors. Additionally, AAAs play a central role in assessing community needs and developing the programs that will answer those needs. Meeting with the executive director of the AAA that serves your area will give you a thorough overview of senior needs and services in your community. See Chapter 8 for more information about the Missouri Area Agencies on Aging.

Missouri Department of Health and Senior Services (DHSS)

P. O. Box 1337
Jefferson City, MO 65102
(573) 751-3082 / (573) 751-2043 (FAX) / (800) 392-0210 (toll-free hotline)
http://www.dhss.state.mo.us

The purpose of the Department of Health and Senior Services is to promote, maintain, improve, and protect the quality of life and quality of care for Missouri's older adults and persons with disabilities so they may live as independently as possible with dignity and respect. Its goals are to improve seniors' quality of life, assure the maintenance of seniors' personal dignity, and protect seniors' basic rights to ensure that their mission is accomplished. The department's services include programs that safeguard the well-being of residents in long-term care facilities and support care for older persons who live at home. It is the parent agency of services such as the Governor's Silver Club, the Ombudsman Program, and the Older Volunteer Service Bank.

The Department of Health and Senior Services produces the *Missouri Guide for Seniors* (*www.dss.mo.gov/da/guide/*). This comprehensive guide assists seniors, family members, friends, and professionals involved with aging in finding needed information on a wide variety of topics, including financial assistance, health care, housing, senior rights, estate planning, and legal assistance.

The guide also includes an information and referral directory, which provides users with phone numbers to a multitude of agencies that target seniors, and an Internet webpage directory, which links users to national organizations concerned with seniors.

With the Governor's Advisory Council on Aging, the Department of Health and Senior Services sponsors the annual Troy Cole Intergenerational Program awards. The purpose of the award is to identify and promote innovative intergenerational programs within Missouri. Nomination forms are sent to public libraries each spring. The awards are presented at the annual Governor's Conference on Aging.

Wolfner Library for the Blind and Physically Handicapped

Office of the Secretary of State, Missouri State Library
Missouri State Information Center
600 West Main Street
Jefferson City, MO 65102
(573) 751-8720 / (800) 392-2614 (toll-free within Missouri) / (573) 526-2985 (FAX)
*http://www.sos.mo.gov*

The Wolfner Library for the Blind and Physically Handicapped is a free library service available to anyone in the State of Missouri who is unable to use standard print materials due to a physical impairment. Residents have access to over 350,000 volumes of books in non-print formats (Braille, cassette) and to over seventy magazines. Special playback equipment (provided by the library free of charge) is required. All books and magazines are mailed free of charge to and from library patrons. Public libraries can request deposit collections. The application for Wolfner services, a list of print catalogs, and the Wolfner online catalog are accessible on the Wolfner website.

Wolfner Library, in cooperation with the National Federation of the Blind, offers subscriptions to NEWSLINE®, an easy-to-use telephone service that "reads" all the text from various newspapers across the country via digital technology and a computer-synthesized voice. Users need only a touch-tone phone and their personal identification numbers to access any NEWSLINE® service center. This service will be toll-free, statewide, in March 2002.

Missouri Area Agencies On Aging

1. Southwest Office on Aging

Dorothy Knowles, Exec. Director
1735 S. Fort
Springfield, MO 65807
(417) 862-0762 / (800) 497-0822
(417) 865-2683 (FAX)
http://www.swmoa.com
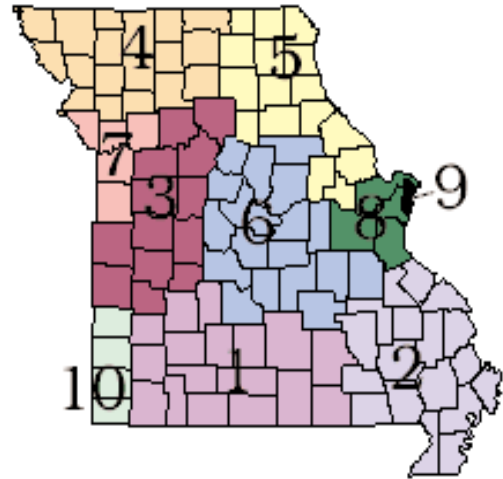
2. Southeast MO AAA

Glenda Hoffmeister, Exec. Director
1219 N. Kingshighway, Suite 100
Cape Girardeau, MO 63701
(573) 335-3331 / (800) 392-8771 / (573) 335-3017 (FAX)
http://www.semoaaa.org

3. District III AAA

Raymond Diekmeier, Exec. Director
106 W. Young St., Box 1078
Warrensburg, MO 64093
(660) 747-3107 / (800) 886-4699

4. Northwest MO AAA

Ron Rauch, Exec. Director
P. O. Box 265
Albany, MO 64402
(660) 726-3800 / (800) 365-7724 / (660) 726-4113 (FAX)

5. Northeast MO AAA

Pam Windtberg, Exec. Director
815 N. Osteopathy
Kirksville, MO 63501
(660) 665-4682 / (800) 664-6338 / (660) 665-3924 (FAX)

6. Central MO AAA

Jean Leonatti, Exec. Director
1121 Business Loop 70 E., Suite 2A
Columbia, MO 65201
(573) 443-5823
(573) 875-8907 (FAX)
http://www.cmaaa.net

7. Mid-America Regional Council

Jacqui Moore, Dir. of Aging Services
300 Rivergate Ctr., 600 Broadway
Kansas City, MO 64105-9990
(816) 474-4240
(816) 421-7758 (FAX)
http://www.marc.org

8. Mid-East MO AAA

William Keel, Exec. Director
14535 Manchester
Manchester, MO 63011-3960
(636) 207-0847 / (800) 243-6060
(636) 207-1329 (FAX)
http://www.mid-eastaaa.org

9. St. Louis AAA

David Sykora, Exec. Director
634 North Grand, 7th Floor
St. Louis, MO 63103
(314) 658-1168
(314) 658-1149 (FAX)

10. Region X AAA

Richard Russell, Exec. Director
1710 East 32nd, Box 3990
Joplin, MO 64803
(417) 781-7562 / (417) 627-0600
(417) 781-1609 (FAX)
http://www.janics.com/aaax/index.htm

Chapter 10 – Resources

This chapter includes publications, Internet resources, and library organizations that may be helpful in developing library services, programs, and collections for older adults.

The resources are organized into four categories:

- General Resources - Resources in this category will give an overview on seniors and library services.

- Collection Development - Resources in this category will help libraries develop collections targeting seniors.

- Programs and Services - Resources in this section will give ideas for developing and refining library programs and services for seniors.

- Senior Life - Resources in this section are designed for and used by seniors. By visiting these sites you will gain useful information about trends in the senior population – their concerns, desires, fears, needs, and what books and music they are enjoying. Being aware of senior life will also help staff develop programs and services for seniors. Additionally, there are often legislative updates on issues and entitlements concerning seniors. As an added bonus, free resources, such as pamphlets on topics such as diabetes, arthritis, and Alzheimer's disease, are offered to agencies such as libraries.

General Resources

Print Resources

American Library Association. *Library Services to Older Adults Guidelines*. Chicago: American Library Association, 1999. *http://www.ala.org/rusa.stnd_older.html*.

> This document, prepared by the Library Services to an Aging Population Committee, defines library service to older adults and offers guidelines for librarians to use with them. It is appended to this manual.

Donavin, Denise Perry. *Aging with Style and Savvy: Books and Films on the Challenges Facing Adults of All Ages*. Chicago: American Library Association, 1990.

Focus: Library Service to Older Adults, Persons with Disabilities. Indiana University/Indiana Institute on Disability and Community Center for Disability Information and Referral.

> Subscriptions may be obtained from the publisher at Indiana University/Institute on Disability and Community Center for Disability Information and Referral, 2853 East Tenth Street, Bloomington, IN 47408-2696. There are

per copy rates available, as well as a rate for unlimited copying of the document. It is a two-page newsletter that alerts readers to new resources for older adults and for persons with disabilities.

Golian, Linda Marie and Linda Lou Wiler. "Older Adults: Problems and Needs." In *Patron Behavior in Libraries: A handbook of Posititve Approaches to Negative Situations.* Chicago: American Library Association, 1996.

Missouri Bar. *Senior Citizens Handbook.* 11th ed. Jefferson City, MO: Missouri Bar, 2000. *http://www.mobar.org/pamphlet/srhandbk.htm*

This booklet serves as a reference source and guide for senior citizens and persons of all mature ages. The material included is based on the laws and practices of the state of Missouri.

Morrell, R. and K. Echt. "Designing Instructions for Computer use by Older Adults." In *Handbook of Human Factors and the Older Adult.* New York: Academic Press, 1997.

While the focus is on writing instructions for computer usage, the overall discussion on writing to be understood by older adults is very useful.

Fisk Arther, *Older Americans Information Directory.* 3rd ed. Lakeville, CT.: Grey House Publishing, 2000.

This is a comprehensive guide to resources for and about older Americans. The third edition contains over 1,000 new listings, over 8,000 updates to existing listings, and over 3,000 new e-mail addresses and websites.

Pipher, Mary. *Another Country: Navigating the Emotional Terrain of Our Elders.* New York: Riverhead Books, 1999.

A sensitive overview of the many emotions older adults have, which often cannot be expressed.

Rowe, John and Robert Kahn. *Successful Aging.* New York: Pantheon, 1998.

This work takes a positive approach to aging, dispelling myths and identifying ageism.

Rubin, Rhea Joyce and Gail McGovern. *Working with Older Adults: A Handbook for Libraries.* 3rd ed. Sacramento: California State Library Foundation, 1990.

A basic overview of most aspects involved in working with older adults is given.

White House Conference on Aging. (1995: Washington, D.C.) United States. National Commission on Libraries and Information Science. *Toward the 1995 White House Conference on Aging: Priorities and Policies for Library and Information Services for Older Adults.* Washington, D.C.: The Commission, 1995.

Proceedings of a National Pre-White House Conference on Aging. Contents include testimonies and recommendations from a variety of practicing librarians and professionals who advocate for older adults.

Van Fleet, Connie. "Public Libraries, Lifelong Learning, and Older Adults: Background and Recommendations." *In Public Libraries and Community Based Education: Making the Connection for Life Long Learning Conference Sponsored by the National Institute on Postsecondary Education, Libraries, and Lifelong Learning, Office of Educational Research and Improvement, U.S. Department of Education.* [Online]. Available: *http://www.ed.gov/pubs/PLLIConf95/vanfleet.html.*

Van Fleet gives recommendations about staff development and library continuing education for libraries committed to enhancing services to older adults.

Electronic Resources

American Association of Retired Persons (AARP). *http://www.aarp.org.*

The most complete site on issues concerning older adults and their families. The AARP website hosts book talks and contains links to a multitude of service providers.

Missouri Governor's Council on Disability Resource Directory. *http://www.dolir.state.mo.us/gcd/directory/index.htm.*

The council educates the public to promote positive images.

LinkAge 2000. *http://www.library.thinkquest.org/10120/.*

LinkAge 2000 is a website created to provide students from around the world with the opportunity to interactively learn about aging and older adults. In addition, LinkAge 2000 serves as a resource for educators who wish to learn more about aging.

National Council on the Aging. *http://www.aging-world.com.*

The National Council on the Aging fosters innovations in technology, products, and programs for older adults and works closely with enterprising corporations in partnerships to recognize innovations in the field of aging. The council celebrates the many contributions of older people and cultures that demonstrate respect for older persons, as well as products, services, and programs for older adults.

United States. Department of Health and Human Services. Administration on Aging (AoA). *http://www.aoa.dhhs.gov.*

The AoA offers numerous brochures (primarily on health) which can be ordered in bulk for distribution to seniors.

Upper Hudson Library System: Seniors + Libraries Connect. *http://www.uhls.org/seniorsconnect.*

Seniors + Libraries Connect is a good demonstration of how libraries and community agencies can partner to create an information resource for older adults.

Video Resources

Terra Nova Productions
9848 South Winchester Avenue
Chicago, IL 60643
(800) 779-8491
http://www.terranova.org/

> Terra Nova produces and distributes videos which address the concerns of older adults. The Terra Nova catalog focuses on seniors as a diverse group of individuals, who have different issues and concerns. Titles can be purchased or rented. Some Terra Nova videos can also be used to stimulate discussions on the topic of ageism.

Collection Development

Print Resources

Anderson, Laurie, et al. "Reading Needs Of Older Adults: A Survey." *Wilson Library Bulletin*. 67 (November 1992): 41-44.

The Complete Directory of Large Print Books & Serials. New Providence, NJ: Bowker, 2001.

> The directory contains over 16,700 large print, active titles, including 3,300 added in the last year. Publishers and ordering information are provided for all entries.

"Know What Seniors Are Reading." *Fund Raising Management*. 25 (January 1995): 37.

> While this article was written to enlighten marketers as to what print materials older adults are reading, librarians will also gain valuable data.

Ring, Anne. *Read Easy: Large Print Libraries for Older Adults*. Seattle: CAREsource Program Development, 1991.

> An easy-to-read guide to developing a large print library for seniors in nursing homes. Although the book lists are somewhat dated, the overview offered is useful.

Zabel, Diane. "Look Who's Fifty: Building a Collection for Your Aging Baby Boomers." *Reference and User Services Quarterly*. 39 (Winter 1999): 128-135.

Large Print Suppliers

The American Printing House for the Blind
1839 Frankfort Avenue
Louisville, KY 40206
(800) 223-1839
http://www.aph.org

> Primarily a publisher of high school and college textbooks, but they also offer large print classic fiction and nonfiction.

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Bantam Doubleday Dell
Customer Service
2451 South Wolf Road
Des Plains, IL 60018
(800) 223-5780
http://www.bdd.com

Large print mainstream adult novels.

Thomas T. Beeler
P.O. Box 659
Hampton Falls, NH 03844
(603) 772-1175

Beeler Large Print publishes 24 new titles per year, all hardcover, in 16-point font. The company also publishes Sagebrush Large Print westerns, and resells many books by other publishers on a variety of topics, including popular fiction and nonfiction, and Cyber Classics, classic paperbacks in large print.

Chivers North America
P.O. Box 411
5131 Lafayette Road
Hampton, NH 03842-0015
(800) 621-0812
http://chivers.uk.com

Wide selection of fiction and nonfiction titles in both large print and audio.

Random House
400 Hahn Road
Westminster, MD 21157
(800) 726-0600
http://www.vintagebooks.com

Offers many popular large print titles, especially best sellers.

Transaction Large Print
Rutgers State University of New Jersey
35 Berrue Circle
Piscataway, NJ 08854
(888) 999-6778
http://www.transactionpub.com

Backlist contains over 300 titles including fiction, biographies, contemporary history, health and self-improvement, and animals and nature. Transaction also resells ISIS books, which features classic British and American literature.

Some libraries may want to provide large print periodicals for their elderly patrons. Here are a few suggestions.

BVA Bulletin

> Newsletter of the Blinded Veterans Association. It includes news on technology, legislation, employment, and association activities. Frequency: bimonthly; cost: free; available in large print and cassette. Publisher: Blinded Veterans Association, Washington, DC (800) 669-7079.

New York Times Large Print Weekly

> Weekly recap of national news, including business, people, features, sports, and reviews condensed from the New York Times. Frequency: weekly; cost: est. $70.20 per year; available in large print and flexible disk (vinyl record). (800) 631-2580.

Reader's Digest

> Includes selections from the popular magazine anthology. Frequency: monthly; cost: est. $19.95 per year. (800) 877-5293.

Electronic Resources

Seniors Research Group. *http://www.ncoa.org/srg/srg.html*.

> The Seniors Research Group is a partnership of the National Council on the Aging and Market Strategies (a market research firm located in Michigan). The Group conducts national surveys on aging and develops demonstration projects on innovative social, health, and supportive programs in community service organizations. Seniors Research Group also provides training to community organizations. Current work includes intergenerational and older adult volunteer programs.

SeniorsSearch. *http://www.seniorssearch.com*.

> A search directory for the "over-50 age group."

SPRY Foundation. *http://www.spry.org/*.

> SPRY (Setting Priorities for Retirement Years) is a nonprofit foundation established in Washington, DC in 1991. SPRY's mission is to be a leader in research and education aimed at ways to achieve successful aging. SPRY works with leaders in the field of aging and disseminates information to consumers worldwide. A copy of their booklet "Older Adults and the World Wide Web: A Guide for Website Creators," is available for downloading on the site.

Audio & Video Resources

AudioVision Canada. *http://webhome.idirect.com/~nbrs/mpglinks/audiovision/index.html*.

Writers, narrators, and technicians create a concise, unobtrusive description of the visual elements of classic films. Viewers with diminished vision can hear the narration on the soundtrack and see the program in their mind's eye.

Descriptive Video Service – WGBH, Boston. *http://www.wgbh.org/*.

Partly funded by the U.S. Department of Education, Descriptive Video Service offers a wide variety of video products, including titles from PBS and Turner Classic Movies, and the latest video releases.

MediaBay.com. *http://www.mediabay.com*

Old-time radio shows on cassette.

Narrative Television Network. *http://www.narrative.com*.

The Narrative Television Network makes movies and television programming accessible to blind and visually impaired people through narration, an "extra" voice added to the show to describe the visual elements of the story. Popular television shows, such as *Andy Griffith* and *Matlock*, are among their holdings.

Programming and Services

Multimedia

Bi-Folkal Production Kits
809 Williamson Street
Madison, WI 53703
(800) 568-5357
http://www.bifolkal.org

Bi-Folkal kits offer persons seeking a "packaged" senior program an instant presentation. Each kit includes a video, audio tapes, large print booklets, suggestions for activities, large print skit scripts, paraphernalia (props), and leader's manual. The kit comes in a storage bag.

Bi-Folkal has begun to offer pieces of the kit for individual purchase. The audio tapes, video tapes, and the programming booklet can each be purchased separately. Bi-Folkal also offers a number of other products which are useful for older adult programs. The website provides access to Bi-Folkal Times, a newsletter which provides unique ideas for programming.

ElderSong Publications
P.O. Box 74
Mt. Airy, MD 21771
(800) 397-0533
http://eldersong.com/

ElderSong Publications is a publisher and distributor of books, recordings and videos to use when planning activities for older adults. ElderSong's complete catalog is available on their website. Products are occasionally offered at discounted prices.

Print Resources

Caban, Belen and Kathy Shahbodaghi. "Targeting the Older Adult: Project Super Seniors." *New Library Scene*. 8 (December 1989): 17.

This article describes an innovative older adult outreach program launched by the Whetstone Branch Library of the Columbus Metropolitan Library System. The Super Seniors campaign was a month-long series of programs held twice a week. An overview of programming and marketing ideas is discussed.

James, Helen Foster. *Across the Generations: Selecting and Using Intergenerational Resources*. Fort Atkinson, WI: Highsmith, 1996.

Provides information to conduct intergenerational programs on immigration, aging and death, families and traditions, as well as activities that include history projects, genealogy, and oral history. Contains a comprehensive, age-specific, annotated list of current books, videos, and organizational resources to support the programs and activities.

Library Outreach Reporter
148 Liberty Street
Fords, NJ 08863
(732) 738-5183
outreachreporter@aol.com.

This newsletter for outreach, special and adult services focuses on areas such as library services to older adults, bookmobiles, service to persons with disabilities, literacy/ESL, and multicultural library service.

Rubin, Rhea Joyce. *Intergenerational Programming: A How-To-Do-It Manual for Librarians*. New York: Neal-Schumann, 1992.

Saunders, Kate. "Expanding Outreach Service to Seniors." *American Libraries*. 23 (February 1992): 176-180.

The Driftwood Library in Lincoln City, Oregon, developed a resource center containing multimedia kits relevant to senior citizens. Volunteers were trained to disseminate the materials at adult foster care homes and senior housing complexes.

Van Fleet, Connie. "A Matter of Focus: Reference Services for Older Adults." *Reference Librarian*. 49-50 (1995): 147.

Electronic Resources

American Memory Project. *http://memory.loc.gov*.

> The American Memory Project is a digitized collection of Americana. Many of these collections may be of interest to seniors. This site offers a learning page for students, teachers, and lifelong learners, which helps direct the visitor to develop questions and locate resources. Programming ideas may be found here that would result in meaningful intergenerational programming.

Brooklyn Public Library. *http://www.brooklynpubliclibrary.org/programs/seniors.html*.

> Brooklyn Public Library has a page which focuses on programs and services, as well as a calendar of free events for older adults. Additionally, the site demonstrates methods website authors could use to design a website which is accessible to persons with low vision.

Elderhostel. *http://www.elderhostel.org*.

> A nonprofit organization that provides educational adventures all over the world to adults aged fifty-five and over. Online catalogs of program offerings serve to spark programming ideas.

New York Public Library. *http://www.nypl.org/branch/cos/older*.

> New York Public Library has a long history of offering programs for older adults and for outreach programming to nursing homes, and many are described on this website. A multicultural heritage calendar is provided for programming ideas. This site also serves as a good example for those wishing to develop a senior website.

SeniorNet. *http://www.seniornet.org*.

> A national nonprofit organization that provides adults 50+ access to and education about computer technology and the Internet to enhance their lives and enable them to share their knowledge and wisdom. Seniors visiting the site can participate in a number of discussion groups (including a book discussion group).

Van Fleet, Connie. "Library Resources for Elders." *American Society on Aging*. [Online]. Available: *http://asaging.org/at/at-204/Vanfleet.html*.

> Describes a pilot project conducted in 20 libraries across the U.S. which was a cooperative venture of National Video Resources and the American Library Association, and was supported by a grant from the National Endowment for the Humanities. The program discussed the impact and complexities of World War II. Van Fleet also touches on several other innovative library projects of interest to program developers.

Senior Life

Electronic Resources

Age of Reason. *http://www.ageofreason.com*.

> Over 5,000 links to sites of interest to the over-fifty group.

American Society on Aging. *http://www.asaging.org*.

> ASA is an organization of professionals who work with and on behalf of the aging. The organization offers programs and specialized training on aging.

ElderNet. *http://www.eldernet.com*.

> Links to topics of interest for seniors.

Go60.com. *http://www.go60.com/*.

> News, free e-mail, and other items of interest to seniors, such as computing, finances, and travel.

Senior.Com. *http://www.senior.com/*.

> Seniors visiting this site will find links to entertainment, technology, faith, health, insurance, money, relationship, travel, and game sites. News highlights are included. Directions on how to make arrangements for White House cards to be sent to individuals over eighty and couples celebrating their fiftieth anniversary are included.

Library Organizations

Library organizations provide opportunities for library staff to network about library services to seniors. The organizations listed below are divisions of the American Library Association.

Reference and User Services Association (RUSA)
Management and Operation of User Services Sections (MOUSS)
Services to an Aging Population Committee
American Library Association
50 E. Huron Street
Chicago, IL 60611
(800) 454-2433, ext. 4395
http://www.ala.org/rusa/mouss/committees/aging/aging.html

> This committee works to make library services to the aged more effective.

Office of Literacy and Outreach Services (OLOS)
Intergenerational Subcommittee
American Library Association
50 E. Huron Street
Chicago, IL 60611
(800) 454-2433, ext. 4395
http://www.ala.org/olos/intergen/intergenerational.html

> This subcommittee works to develop and exchange information and ideas for intergenerational projects.

Association of Specialized and Cooperative Library Agencies (ASCLA)
Libraries Serving Special Populations Section
Library Service to the Impaired Elderly Forum
American Library Association
50 E. Huron Street
Chicago, IL 60611
(800) 454-2433, ext. 4395

> This forum's mission is to advocate for library services for older adults who have an impairment.

Library Services to Older Adults Guidelines

Library Services to an Aging Population Committee of the Management and User Services Section of the Reference and User Services Association of the American Library Association 1987. Revised 1999, approved by RUSA Board of Directors, 1999.

Introduction

This is the third set of the guidelines developed by members of the American Library Association promoting library services to seniors. The first guidelines were prepared in the 1970's when public and institutional librarians noted the need to define library services to older adults and offer guidelines for librarians to use with them. People were living longer and with increased levels of literacy; older adults wanted to continue their enjoyment of reading and learning throughout their lives. With little in the literature addressing these issues and needs, the RASD Library Services to an Aging Population Committee developed Library Services to Older Adults Guidelines in 1975. The guidelines proposed and promoted the basics of library service to older adults. This was the era when many library outreach programs started with available federal and grant money. In 1987, the guidelines were revised and expanded, describing in greater detail how and what should be involved in strong programs for service to seniors.

In this edition, the guidelines address organizational functions and needs in serving this population. Since 1987, many technological advances and new technologies have been introduced to libraries and to the general public; computer use is an accepted part of life. The Americans with Disabilities Act was passed in 1992. These two factors influenced this revision of Library Services to Older Adults Guidelines as did the fact that libraries regularly develop and offer specialized services and programs to meet the needs and demands of their communities.

The current revision of these guidelines began in 1996. Members of both RUSA/ MOUSS/Library Services to Aging Population Committee and ASCLA/LSSPS/ Library Service to the Impaired Elderly Forum contributed greatly to this project. Thanks are offered to: Caroline Blumenthal, Greg Carlson, Jean Cornn, Ann Eccles, Betty Ann Funk, Mary Harrow, Kathleen Hegarty, Susan Kaminow, Allan Kleiman, Rev. Jovian Lang, Julia Martin, Kathy Mayo, Arthur Meyers, Ann Miller, Sara Parker, Jane Pellusch, Rhea Rubin, Carolyn Schaffer, Emilie Smart, Joyce Voss, and Howard Zogott for their participation in creating the draft of this document.

Library Services to Older Adults Guidelines

1.0 Integrate library service to older adults into the overall library plan, budget and service program.

It is essential for the leaders and policy makers of the library to understand that service for older adults is not a fad; that the need and demand for library services will only increase; that the stereotypical perceptions about older adults and libraries no longer holds; and that nothing short of a total moral and financial commitment to library services for older adults will meet the needs and demands of the present and future older library user.

1.1 Acknowledge the changing needs of older adults in the library's strategic planning and evaluation process.

1.2 Incorporate funding for materials and services for older adults in the library's operating budget.

1.3 Actively seek supplemental funding for programs and services to older adults.

2.0 Provide access to library buildings, materials, programs, and services for older adults.

That older adults may have easy access to library services, library materials, and programs is a primary need. Staff attention to the environmental needs of older adults with visual, physical, and aural acuity benefits more than just seniors. The Americans with Disabilities Act (ADA) of 1990 provides basic guidelines for access to buildings and services for people with disabilities, among which are many older adults. Knowledge of the community, attention to local populations and end-users should further guide library staff and administrators in the provision of appropriate services and programs.

2.1 Ensure easy access to library buildings by older adults.

2.2 Provide lighting, signage and furniture that is compatible with older adults' needs.

2.3 Permit older adults to access information through its provision in a variety of materials and formats.

2.4 Promote the purchase and use of assistive technology devices for older adults to easily access library materials and programs.

2.5 Provide service for older adults who are unable to visit the library easily.

3.0 Treat all older adults with respect at every service point.

All library users, regardless of age, benefit when staff emphasize customer service in their work with the public. Training opportunities which focus on cultural awareness and an avoidance of aging and cultural stereotypes will enhance staff attitudes and communication skills.

3.1 Promote better working skills and communication with older adults or people of all ages through continuous staff education.

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3.2 Integrate library services to older adults with those offered to other user populations.

3.3 Assure that services for older adults embrace cultural diversity and economic differences.

4. Utilize the experience and expertise of older adults.

Older adults have valuable and long-established connections within the community that can enhance the library's performance, its place in the community, and its ability to offer additional service programs. Proactive recruitment, development and inclusion of older adults bring the intergenerational role of library service full circle.

4.1 Recruit older adults to serve as program resources and volunteers.

4.2 Promote the employment of older adults as professional and support staff members.

4.3 Encourage older adults to serve as liaisons to the community.

4.4 Develop opportunities for intergenerational activities.

5. Provide and promote information and resources on aging.

Today's library collection extends beyond the traditional print and audio-visual materials to electronic and Internet resources on aging. The library's role extends beyond gathering resources to keeping them current and actively seeking means to publicize and promote them. Library staff and administrators should position the library as a primary access point to information on retirement planning, health issues, second career opportunities, etc. to aid caregivers, family members, professionals and older adults themselves.

5.1 Develop collections to reflect the information needs of older adults.

5.2 Act as a clearinghouse for information and resources on aging for older adults, their families, caregivers, and professionals.

5.3 Incorporate technology resources and access to online and Internet services and information into library collections.

6. Provide library services appropriate to the needs of older adults.

The explosion of accessible information and of service expectations by the public in recent years has changed the focus of library services and programs. Libraries provide a community setting for older adult programming, enabling older adults to develop new library skills, to remain independent and skillful library users, or to enjoy traditional informational or recreational programs. Library-initiated outreach services (e.g., Transportation to the library, home delivery of materials, and remote access to collections) benefit more than just one population and help all users increase or maintain independence in using the library.

6.1 Provide programming to meet the needs and interests of older adults and family members.

6.2 Train older adults to become self-sufficient library users.

6.3 Provide older adults with access to or training in technology.

6.4 Develop programming and services to meet the needs of older adults unable to visit the library.

6.5 Publicize services and programs for older adults.

7.   Collaborate with community agencies and groups serving older adults.

Library programs and services for older adults should not replicate those of other agencies, but can complement and support them. Investigate possible joint programs for older adults. Identify resources the library can provide to assist professionals who work with older adults. Contact local American Association of Retired Persons chapters, senior centers, Meals on Wheels, Area Agencies on Aging and literacy programs. Identify continuing education programs offered by area academic institutions that appeal to older adults. Day care centers and groups working with children provide opportunities for intergenerational activities. Not only can your library assist these groups but they can help to promote what is available through the library and even tap funding sources not usually open to libraries.

7.1 Identify community organizations and groups of and for older adults.

7.2 Identify roles for library and agency staff in meeting the goals of collaborative organizations.

7.3 Partner with local organizations for library programs and delivery of services.

7.4 Work with existing agencies and educational institutions to promote lifelong learning.

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